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**The Use of Peer Review to Develop Students' Writing Skill**  
**Case study: Second Year LMD Students at Abdelhamid Ibn Badis**  
**University, Mostaganem**

Dissertation Submitted in Partial fulfillment for the Requirements of the Degree of Master in English.

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## *Dedications*

I dedicate this work:

*To my parents*

*To my family*

*To my friends*

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*First, I owe a particular thank to ALLAH for having helped me to finish this work.*

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## **Abstract**

The present study aims at investigating the use of peer review as a technique to assess and evaluate students' compositions. The research aims to place the peer correction as a tool in improving students' writing ability. To reach such an aim, we have used two instruments; a students' questionnaire and teachers' interview to get insight about the process of peer review at the Department of English at the University of Abdelhamid Ben Badis, Mostaganem. The sample of the questionnaire was taken from the second year LMD students, whereas the teachers were mostly the teachers of the written expression module. The questionnaire along with the interview have provided both quantitative and qualitative data to supply the needs of the dissertation. The results of data revealed that in giving feedbacks in writing, the use of peer correction may motivate students. It may help them also to recognise their writing mistakes and to improve their writing. To conclude, the hypotheses we have suggested have been corroborated; therefore, this investigation confirmed that the peer review is an important technique to involve students more in the writing process, to make them conscious and interested in the feedback provided by them whether by the teacher or students and more importantly, to improve their writing's ability.

**Keywords:** peer review, feedback, peer correction, writing skill.

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## List of Abbreviations

<b>EFL</b>	English as a Foreign Language
<b>WE</b>	Written Expression
<b>L1</b>	First Language (The Mother Tongue)
<b>LMD</b>	License Master Doctorate
<b>L2<sup>2</sup></b>	Second Year LMD Students
<b>%</b>	ThePercentage
<b>N</b>	Number
<b>FL</b>	Foreign Language
<b>Q</b>	Question

## **General Introduction**

Writing have always been considered an important task to do. In the English as foreign language classes, the writing skill have been considered as a difficult task to teach or to learn. Therefore, many researches have been raised in order to give a better understanding for this process, and to how to teach it. As far as students' writing is concerned, researchers have adopted many approaches and techniques to teach writing. However, the response to the learners' pieces of writings has always been an issue. Teachers have devoted a great amount of time to correct and assess students' writings, but they still witness the same mistakes. A bad or weak respond of students toward their teachers' feedback may lead to an unavailing correction and a weak performance of learners at their writings.

Thus, this study have illustrated another type of feedback that is the use of peer review. The application of the collaborative approach in teaching writing seems beneficial. Generally, students-centred approaches in learning have afforded many advantages to the learning process. In this case, the use of peer correction as a tool to assess and to evaluate students' compositions tends to have many benefits for students. Therefore, this research is an attempt to answer the following questions. First, to what extent the use of peer review may help to develop students' writing? Second, does this technique motivate students to enhance their writings?

We have hypothesized that the use of peer review will provide a new method to present feedbacks on students' compositions. The new tool may lead to motivate students to take the evaluation and assessment provided for their writings into account. We have proposed that the use of classmates' corrections may direct learners to write better. To support these hypotheses, we have conducted a teacher's interview, and students' questionnaire. For the first instrument, we have interviewed teachers of written expression at the department of

English at the University of Abdelhamid Ben Badis, Mostaganem. On the other hand, the student's questionnaire which have been held in the same department, from the population of the second year LMD students. The sample have been taught written expression for two years. We think they may provide the research with the necessary information. However, both instruments have accommodated quantitative and qualitative data, which have been collected to fulfil the needs of the research.

The present work is divided into four chapters. The chapter one is an overview about the writing skill. Therefore, we have provided some definitions and illustrations related to writing. We have also talked about the importance of writing along with the difficulties students face in writing. Besides, we have explained the relationship between writing and reading, hence the theme tackled is based on students' reading of each other's work. The chapter have ended with presenting many famous approaches in teaching writing for the EFL learners.

The study under take the research to a second chapter, which is also a theoretical part that has given an overview about how the peer review works. It has discussed also the benefits of using this technique in evaluating and assessing learners' pieces of writings. In addition, the chapter has tackled the challenges peer review face in the EFL classroom. It seeks also to differentiate students' feedback from teachers' feedbacks.

The third chapter have hold the practical part, the analysis of both students' questionnaire and teachers' interview are interpreted in this chapter. It is consists of two parts; the first part gather the answers of the 13 questions that students of L2 have answered. The second part has concerned with the analysis of teachers' interview along with the illustrations and suggestions that have been provided by them.

The last chapter's objective is to tackle the results of the two instruments. It also consists of some guidelines and suggestions that have been related to the use of peer review as an ideal technique to allow students to comments on their classmates' papers. In addition, this chapter seeks to answer the research questions and to validate ordeny the hypotheses have that been structured for the sake of this dissertation. In addition, it gives recommendations for further studies, which investigate the use of peer review as process to assess and evaluate students' papers. Therefore, we believe that the research may be a good reference to rely on for their researches.

# Chapter one

## 1 Introduction

Writing in a foreign language (FL) is an important way through which learners can express themselves. The writing process goes along with the humankind since his first existence in the world. However, it is not easy to develop the writing skills especially for the learners of English as a foreign language. With this in mind, linguists and researchers raised many theories and techniques to teach writing. Moving from this, this chapter will give an overview about the topic with general illustrations and definitions about the writing skill, the importance of writing, and the relationship between reading and writing as well, and some approaches, which hold many methods to teach writing.

### 1.1 The Skill of Writing

#### 1.1.1 Definition of Writing

*“Writing, to me, is simply thinking through my fingers”* Asimov (nd, np). The writing skill can not be simply defined in simple words, because of all the baggage that it carries with. However, through this action, a person transmits his ideas and thoughts clearly and smoothly. A good writer knows that he is not writing for himself but to the people whom will read his words. He has to group those words in good, well-structured sentences, where the meaning is coherent and the cohesion is present. Widdowson stated that

Writing is the use of visual medium to manifest the graph logical and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usages (

Even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communication with people (2001, as cited in Richards & Renanya, 2003:25).

It is obvious that this kind of language becomes the best tool for the means of communications, such as newspapers, magazines. However, the question here is how this process occur. How does this writing developed? Why does it become the best version of language? Coulmas claimed, "*Although hundreds of millions of people are still unable to read and write, humanity relies on writing to an unprecedented extent. It is quite possible that, today, more communication takes place in the written than in the oral mode*" (2003:01).

Many students and teachers assumed that writing is the transformation of the spoken form of language. Brown declared "*A simplistic view of writing would assume that written language is simply the graphic representation of spoken language...*" (2001:335). Nevertheless, writing varies from speaking "*as different from speaking as swimming is from walking*" (2001:335).

There are many differences between the process of speaking and writing. Ghothbene claimed that Writing is not simply a speech, which has been written on a paper. Learning to write is not a natural extension alike learning to speak. Unlike speech, writing requires to know systems, instructions and practice. The written language is more restricted and generally follows a standardised form of Grammar, Structure, Organisation, and Vocabulary. Writing is more formal; writers use more complex sentences with connecting words like: however, who, although, in addition...etc. Moreover, most writing is planned so the writer can modify it or change it before giving it to the audience (2010:36).

On the other hand, the spoken language is more spontaneous and unplanned. The speaker uses his tone and his body gestures to communicate his message. It is less formal from the written form. In addition, the speaker has an audience who interrupt, question, or comment so it may not include a passage, which can be modified according to the understanding of the audience. The speaker uses small simple sentences that is mostly connected by and, but. Brown claimed that “*writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances within a few moments if they are to maintain a conversation*” (1994:335).

Another factor is that the written language is permanent; it lasts for a long time. A written text or message can be received and stored for months, years and can be referred to at any time. “*A written communication may be read as soon as it is written or months, years, or centuries later.*” Rivers and Temerley (1979:263). On the contrary, speaking is temporary. Ghothbene claimed that it is an immediate communication between the speaker and the hearer; and it is impossible to be referred to unless it is recorded (2010:36).

A definite difference between writing and speaking is that all children speak and comprehend their native language without any training. Richards and Renandya explained that learning to speak happens naturally. Moreover, children develop their speaking skill before reading or writing. This late can not be acquired, it has to be learned. Which is usually referred to school where writing is conceded to be the most difficult skill to be learned (2003:303)

To conclude, the writing language and the spoken language are two different skills. This variation is mostly because of one factor that set the rules and instructions of how to write a text. This factor is the writing system.

### **1.1.2 The Writing System**

It is the conventional group of structures that gives the visually representation of the written form of language. It means all the spelling, grammar and syntax rules. which helps to preserve the meaning of the text from mistakes and errors.

Generally, every language in the world has its own system. However, the English language has been modified; it got through many changes until it has reached to what is known today as the Modern English. Bader claimed that the writing system plays as the controller of how a true text can be differed from a false text. It has several components, which are techniques, and rules, which has to be present in order to relate and maintain meaning (2007:22).

### **1.1.3 What Makes a Good Writing?**

#### **1.1.3.1 Spelling**

Spelling matters, it is very important to write the words correctly if the writer wants to leave a good impression for the readers. Jones states that many learners face problems with the spelling of words, the English spelling of the words are not predictable; therefore, it will be confusing for students so write the words on their correct form.

Many researchers claimed that the spelling is not important if the meaning is conserved. Jones claimed that when a learner focuses in his spelling, it would hold him back from producing in writing. However, this theory is neglected in writing for academic purposes academic, where the right spelling of the words is taking into consideration (2009:2).

#### **1.1.3.2 Grammar**

Grammar is a wide term, which can be described by many definitions, nevertheless, when putting this term in relation to the English language, grammar can be defined as the rule

or the system of language, i.e. Thornburry argues that the application of those rules in writing will make it clear, cohesive and coherent. Moreover, the coherence and the prediction of the meaning will be easier for the reader if the grammar rules are present in the text. Thornburry declared that grammar is “*a description of the rules of forming sentences, including an account of the meanings that these forms convey*” (1999:13). With regard to this definition, it can be sum up that grammar is what makes the cohesion of a text.

### 1.1.3.3 Punctuation

Just as the speaking has intonations and pauses, writing also involves punctuation, which are used to clarify a piece of writing and to separate between (sentences, phrases and paragraphs). Galko explained that it is important for a writer to know that the correct grammar and spelling are not just the ones to focus on. The punctuation is essential in writing; this has been explained in Galko’s example:

- Don’t, stop now!
- Don’t stop now. (2001:95)

In the previous sentence, the man is saying “stop now”, whereas in the second sentence the man is saying: “now it is not the time to stop”. Moving from this, the punctuation is so important to convey meaning. King supported this when he stated that “*But if you are getting your commas, semicolons and full stops wrong, it means that you are not getting your thoughts right, and your mind is muddled*” (2004:2). It means that adding punctuation to a piece of writing is not just to separate between the pieces of writing, but also to convey meaning and to make it more easier to be understand.

#### 1.1.3.4 Syntax

The set of rules and principles that control the structure of sentences in language. The term syntax is referred also to the study of this principles and rules; i.e. it is the study of sentence structure. Chomsky defended this by stating

Syntax is the study of principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has its goal the construction of a grammar that can be viewed as a device of some sort for producing the sentences of language under analysis (1965:65)

It can be concluded that syntax helps to learn about how a language can be analysed, to understand the grammar of sentences and determine how to combine expressions.

#### 1.1.3.5 Coherence and Cohesion

Any piece of writing should be coherent so as a reader can get the meaning behind that text, i.e. coherence is what makes the reader understands the writer. Achili sited that it is achieved when both sentences and ideas are connected and flow together smoothly. In her dissertation, Achili claimed that the reader's ability to understand the ideas and main points of a text is relied on coherence which allows him to move easily from one idea to another, and from one paragraph to another one (2007:21).

However, Halliday stated that coherence has been mostly confused with cohesion, this late is mainly concerned with the text structure, grammar and how words are put into a text. In the other hand, coherence is the general meaning of a text and it can be present even if the cohesion is not. It means that a coherent text can be cohesive and coherent at the same time, but a cohesive text may not be coherent in given occasions (1976:272). Van Dijk's supported

Halliday's in 1980. He gave the example: "*peter went to the movies, he has blue eyes*" (1980:53). Through which it has been agreed that cohesion may not be enough to establish coherence.

These are the main components of the writing system that should be present in any piece of writing. Hence, the aim of chapter is just to give a general view about writing and not going through details. Thus, for the learners of EFL classes, they should know these systems, so as they will not make errors in their writing. Drifting from this, writing seems to be a difficult task to do.

## 1.2 The Students' Difficulties in Writing

Christopher claimed that students may say that 'Writing is difficult, I cannot express myself while writing, I make many errors in my writing, I face problems in writing.. These answers are very common when investigating students' level in writing' (1999:7). Moreover, learning writing is not that easy, especially if it is the case for English as Foreign Language (EFL) classes. Because of all the rules of structure, spelling and grammar, etc. Writing is considered the most challenging skill for almost all learners. However, one question remained here to ask is why writing is difficult.

According to White "*Writing is not a natural activity*" (1981; cited in Nunan 1996:35), i.e. writing is not a spontaneous activity that a child born with, it has to be taught or someone can never be a writer. As it was mention, the academic writing follows a standardised form of Grammar, Structure, Organisation of ideas, and Vocabulary. The understanding and the implication of these rules is considered difficult even for the native speakers of English. It means that the learner has to know these aspects before writing. A student should also be linguistically competent, so as he will not face problems in writing his piece. For instance, if a student has a lack in vocabulary then he will not be able to express

himself and then he will find difficulties to develop his text. Wilkins claimed, “*Without grammar very little can be conveyed; without vocabulary nothing can be converged*” (1972). In addition, a student has to master all the rules of what makes a good writing, so as he can develop his writing. Temperley pointed out that, “*to write so that one is really communicating a message isolated in place and time, is an art that requires consciously directed effort and deliberate choice in language*” (1979:263).

Nunan also argued that the written language has a large baggage of rules concerning structure, cohesion, style, form, content. This baggage is hard for the learner to acquire in one side. In addition, it is hard for the writer to put his ideas in that formal shape on the other side. Therefore, it can be summed up that writing skill is a complex activity that require the presence of these abilities. Bell and Burnaby explained that

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. (1984; cited in Nunan, 1989:36)

In her dissertation, Chan lee related these difficulties to the mother tongue (L1), and though students whom had difficulties to write in their L1 tend to have the same issue in their second language (L2) or in any other language (FL) they may acquire. However, she claimed that there are other scholars alike Patric and Grabe who see that each language has its own writing system, so the L1’ interference in students writings is debatable (2008:3).

### 1.3 The Importance of Writing

Learning English as a foreign language generally leads the learners to be exposed to the four skills that are Speaking, Listening, Reading, and Writing. The amount of this exposure to any of these four skills varies according to the objectives of the teaching procedure. Despite of the fact that writing is a difficult task to do as it has been mentioned before. Ghothbene declared that it is still very important in the social life and the academic life as well for the benefits that it provides. Learning to write is increasingly becoming necessary in life. No matter a person's work or career, writing is used as communication tool that translates thoughts and ideas into language (2010:47).

Pedagogically speaking, writing mostly remains the first tool of examining students' level. In each module, students are asked to write compositions, essays, paragraphs, or even sentences. Ghothbene said that this way of examining led to set the writing skill as an important factor to learners to answer their exams or tests i.e. a good writer will not face problem in expressing his ideas, and take good marks too for the less mistakes he will encounter in his piece of writing. Because of the time that learners take to produce a piece of writing to put that text in the right form (2010:48).

Bader argued that the writing skill gives learners a sense of command above the target language, i.e. a learner will find himself comfortable with the language because learners will have the chance to revise their ideas and put them in the final form. Students on the other hand, they rely on writing to record their lectures, do their home works, write summaries and reports and sit for the written exams in almost all modules. That is particularly what happens in the Algerian educational system where students examined by their teachers and examiners by writing examinations to determine whether the learner is accepted in the upper class or not (2007:13).

In this respect, the importance of the writing skill should not be neglected especially in teaching and learning English as a foreign language because it gives another kind of discourse that built up through individual's creation of their pieces and writings. The connection between social relationships and writing according to Hyland is "*writing is one of the main ways that we create a coherent social reality through engaging with others*" (2003:69).

Psychologically speaking, writing is a mean to personal self-expression. Mc Arthur argued

The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it reduce depression, lower blood pressure, and boost the immune system (2008:11).

However, when it becomes to students, the practice of writing will provide different learning styles especially for the visionary learners, which is difficult for them to learn through the oral skill. For those learners, writing is like an aid for them. Ghothbene argued that students will be more comfortable in expressing themselves rather than being compelled to provide immediate communication though oral practice. Moreover, oral skill cannot often be tested though oral testing regarding to the large number of students or the kind of task. Thus, writing can supply oral testing. She explained that by an example of the module of phonetics were students learn the transcription of words by writing and are examined by writing them too. These considerations set the writing skill as an integrated skill through which other skills of the FL can be taught or learnt (2010:47).

In her dissertation, Ghothbene also related this to many contexts of life (school, workplace, and community), the writing skill is essential; a good level in writing will be asked for. Proficient writers can adapt their writing flexibly according to the context it takes

place. A good writing is taking into consideration in the job interviews were candidates set for a written exam to claim that position. In the school setting, writing is a skill of using many strategies alike planning, revising, evaluating to accomplish certain goals such as writing a report or expressing an opinion where the writer has to provide evidences and arguments (2010:27-28).

#### 1.4 The Connection between Reading and Writing

Writing and reading are two different skills; the former is a productive whereas the second is receptive. However, they are interrelated hence; they lead to the same objective, which is “learning”. According to Hyland, the first one has to do with encoding the message, which is mainly thoughts and ideas, and translate it into systematic pieces of writings. On the other hand, reading is decoding of that message and interpreting it (2003:52). Hyland argued that the two skills are linked with language and communication of ideas. In addition, they are essential for a person to be a literate. Hyland stated, “*Writing, together with reading, is a central aspect of literacy*” (2003:53).

Hyland means that to be a literate man, first we have to be able to both read and write. He reflects this theory to the native speakers of a language. However, for the EFL speakers it is very much the same, because we cannot learn a language without those two aspects of it. Azzoui also set another relation between reading and writing which is based on communication (2009:17). When a writer writes, he is communicating his thoughts and ideas to the reader. In order to get the message understood and clear, both reader and writer required to be skilled so as no misunderstanding will occur. Farrell declared, “*Reading and writing affect how people communicate, what they think is involved in communicating, and what they think is involved in thinking*” (1977, cited in Azzoui, 2009:17).

In her dissertation, Ghothbene argued that this connection between reading and writing was recent for researchers to explore and search on, and many theories was established. Especially in learning and teaching. She quoted from Eisterhold who explained this connection as:

Reading in the writing classroom is understood as the appropriate input for acquisition of the writing skills, because it is generally assumed that reading progress will somehow function as primary models from which writing skill can be learned or at least be inferred (1991, as cited in Ghothbene, 2010:32).

It means that reading is an appropriate input to acquire the writing skill. In other words, reading is the receptive skill through which students will acquire the aspects of writing unconsciously. When students read extensively they will become better writers, reading provide prior knowledge of how writing works. It helps them to assimilate style, structures, grammatical features, markers of coherence, etc. Celce defended this

At the very least, readings provide models of what English language texts look like, and even if not used for the purpose of imitation, they provide input that helps students develop awareness of English language prose style.” (2001, as cited in Ghothbene, 2010:33).

Moreover, in EFL classrooms, it has been suggested by Ghothbene that learners have to be exposed to read than asking them to write. Writing is considered a difficult task and reading is the facilitator of that task. In addition, the use of pieces from (literature, linguistics, history, etc.) may help to enlarge the student’s vocabulary and to give them sources to write about (2010:33).

Another argument of this connection stated by Stotsky who suggested that “*better writers tend to be better readers, better writer tend to read more than poorer writers, and*

*better readers tend to produce more syntactically natural writing than poorer readers”* (1983, as cited in ghothbane,2010:34). Drifting from this, reading is also the only tool to evaluate the written product. On the one side, the writer will reread what he wrote so he can detect whether there are any mistakes in his use of grammar, structure, etc. according to Weigle the writer’s reading should be skilled so as he can detect errors and revise his writing (2002:27). It means that the writing skill involves the ability to be a good reader. What is important here to mention is that each skill influences the other one.

According to Ghothbene, the relation between the two skills is varied and it does not take place at the pedagogical and the academic level. At an interpersonal level, the writer needs an evaluator to his text, and the reader needs to know how his analysis of the text was. In other words, the writer has no need to write if the readers do not read. Those late cannot read if writers do not write (2010:34).

## **1.5 Teaching Writing**

The writing skill set itself as a needed skill to be learned for the social life and more importantly to the academic life. For EFL learners, the writing skill becomes necessary for them, and should be tackled. Ghothbene argued that teaching writing is not easy especially for when you consider it as an individual work for learners to do. Thus, many approaches and techniques raised for that purpose (2010:44). It is very important for a teacher to choose the right approach to follow to teach writing. However, in the chapter taken, we will only tackle the way of correcting tasks goes, and understand the use behind a given approach. The following are some famous approaches, which have been dealt with in the Algerian system of teaching writing.

### **1.5.1 Traditional Approaches in Teaching Writing**

The former approach in writing was focusing in the product of a student. The grammar used, spelling, and syntax were taking into consideration. The product approach, which it

concerns only with the final result. Nunan declared that “*the end result of the learning process. What is it that the learner is expected to do as a fluent and component of the learning process.*” (2000:86). Nunan argued also about the things which make the text fluent. In his eyes, this fluency is related to the use of grammar, vocabulary, etc. I.e. it is the grammar and the lexical features, which make the fluency of a text. In addition, he said that the product approach is mainly used at the early stages for learners (2000:89). Therefore, the teacher will introduce the structure of texts to build up the learners’ knowledge about vocabulary, grammar, syntax, etc. white explains this:

Not only does the model come first in the teaching sequence, it also shows a finished text. In other words, the focus right from the start is on the product, which is, of course, someone else’s writing. What the model does not demonstrate is how the original writer arrived at that particular product. In other words, it gives no indication of process (1988:7).

Unlike the product approach, the process approach gives importance to the way students wrote their pieces of writings rather than the final product of a text. Weir defended this by claiming that

A current concern in writing theory and practice with the new “pedagogical orthodoxy” of process writing where the main interest is in what writers do when they write. This approach sees writing as an exploratory generative collaborative process rather than a linear route to a pre-determinate product (1993, as cited in Bader 2007:29).

In other words, Weir claims that the focus should be on the learner and the stages he goes through in writing, rather than focusing on the final text. Leki explains this as “*The wandering path learners use to get to the final product*”. (1991, as cited in Bader 2007:30).

Azzioui explained that through this, the teacher would take into consideration the students' planning, organising, revising, and editing skills in the writing process with regard to the importance of the linguistic skills. He has also to help his learners to follow the writing process stages and make him aware of the importance of planning and revision (2009:22).

### **1.5.2 Recent (Modern) Approaches**

In contrast to the traditional approaches in learning, where learners are considered passive learners and the teacher is main director of knowledge in the class. Athemani believed that the new approaches aim to make the learner more active, and though he can manipulate and direct the knowledge. Consequently, the writing skill teaching methods and approaches have seen also a big change; especially under the techniques, which have been raised on the competency of students such as competency, based approach (2007:19).

#### **1.5.2.1 The Communicative Approach**

The main aim of this approach is to let the learners be aware of their audience. Selman claimed that students would rise questions like who will read this. What is the aim behind this piece of writing? Those kind of questions, which precede writing, will help students to choose the appropriate words for their audience, making them feel passion in writing their papers, whether they will argue, entertain, defend, explain, etc. (2006:45).

This approach will let the students to behave like the real life writers. Moreover, the teacher must diverse the situation and topics ex: ask them to write role-plays. Weir explained that

the performance task candidates are faced with in communicative approach tests should be presentitive of the type of task they may encounter in their own real-life situation and should correspond to normal language use where an integration of communicative skills is

required with little time reflect on, or monitor language input and output (1993, as cited in Selman, 2006:46).

### **1.5.2.2 The Cooperative Approach**

Cooperative learning has gave many benefits to both students and teachers, and the transformation of information. This is also the case for the cooperative writing where students are writing in small groups and against each other. In fact, Selman argued that this technique might create a motivation for learners to write and add competition in the class. Teacher will deal with a small group of learners rather than individuals so he can see who is working and can assess each group. On the other side, the learners will learn from each other, open discussions, solve problems, and enlarge their vocabulary. Selman suggested that this approach may involve peer evaluation as well. In this case, peer review may be considered to give feedback for the students writing (2006:20).

## **1.6 Conclusion**

This chapter was an overview, which clarified in the first section the concept of writing, its nature, and how it is learned. It shows the difficulties of learners in developing this skill. In addition, the importance of writing as well. Then, it explained the difference between speaking and writing. The second section, we have explained the relation between writing and reading which proved that reading plays a major role in developing writing skill. In the third chapter, we introduced approaches used in teaching writing and we went deeper until we mentioned the peer review, which is the aim behind the whole research.

# Chapter two

## **2 Introduction**

Throughout years, teaching EFL classes raised a question of the best way to improve students' writing skill. The previous chapter gave many techniques and approaches, which helped to teach writing. However, this chapter will investigate one of the late techniques in teaching writing, which is the use of peer review. The purpose of this chapter is provide definition of this technique, it will give a view how it works. The section two of this chapter will tackle the benefits of applying this technique, and how it should be applied. The last section will be devoted to show the differences of teacher's feedback with the student's feedback.

### **2.1 The Use of Peer Review**

#### **2.1.1 Definition of Peer Review**

Generally, peer review is the evaluation of one's work or performance by other people who are in the same field. There are many definitions for the term peer review, which are set according to where this review takes place such as journals, universities, politics, research, etc. However, they all maintain the idea that peer review is a way to enhance the quality of one's work in a given field. Peer review aims to have larger and diverse criticism to a given product to find weaknesses, errors and mistakes and to give feedback, which aims to fix it.

The following are some of the famous according to Gray, Peer reviews and their aims:

- Evaluation of applications, and determine whether were successful or not.
- Evaluation of reports, articles, research papers to set if they are satisfactory.
- The evaluation of journal's articles before they are published to see if they have the standard quality.
- The evaluation of one's production of work to see for instance, if he worth promotion, the amount of money for his salary (2010:4).

From these major aims and points, it can be concluded then that the peer review plays an important role to enhance the work's quality. Therefore, it gives the necessary feedback.

### **2.1.2 How Peer Review Works**

In her dissertation, Chen lee gave an example of a simple and useful peer review task. First of all, a student must provide two of his compositions. One will be submitted to the teacher so as it will be examined by him. The other one will be peer-reviewed by one of his classmates. The teacher's feedback will be general though he will not address his evaluation individually. Then, based on what the students got from their reviewers, learners are asked to rewrite their compositions to be evaluated by the teacher after. This example is mainly to give a simple idea of how peer review works. From that course, the peer review seemed to be an effective, useful tool to evaluate students and improve their writing (2008:04). However, the peer review may be more complicated than this. To know more about this technique. It has to identify those who gives the necessary constructive feedback, which are reviewers.

### **2.1.3 Reviewers**

It is mentioned before that the reviewers have to be peers or have the right amount of knowledge about a field to give feedback. They can be colleagues, bosses, researchers, etc. a reviewer should to be gave criteria of what to judge, how to give evaluation and comments at a given work. What is important here is that reviewers can become the audience for the writer. This late may not identify his audience, or he just writes for the teacher. In this field, Dakhmouche stated that writers "may not be naturally conscious of their readership" (2008:40). For the academic contexts, which this research is focus on, the writers can be more or less aware of their readers of why they are writing. Going back to the point, the reviewers can add a motivation for students to write, make the readership clear and numbered hence writers will not only write for the teacher. Learners also will produce good

compositions to impress their colleagues. Putting this all together, reviewers can be the audience to whom students write, and therefore many advantages can be result (2008:40).

On the other hand, Yi-Luen claimed that reviews are all what the reviewers said, comments, and feedbacks on a colleagues work. Reviews have to be clear, polite, and constructive. They have also to include suggestions and recommendations if it is necessary (2003:257).

## 2.2 Teaching Writing through Peer Review

Writing was always a difficult task to learn or teach, throughout the process approach and the cooperative approach. Many techniques raised to teach writing. The cooperative approach seems to be the door from which the peer review appeared. This approach permits to learners to work together so the learning process will be collaborated and open more discussion about the learnt subject which is the same case with writing. In 1997, Vygotsky argues that *“what a child can do in cooperation today will enable him to do it alone tomorrow”*. (Cited in Chelli 2012:87). According to Chelli, the cooperative learning has three basic advantages, which are the achievement of interpersonal relationships, help psychologically students to share, and develop their competence (2012:87).

More specifically, peer review aims to open more discussion with learners about each one writing and evaluate it. It opens opportunity for learners to establish friendship that is an important social factor. Moreover, it is clear that reviewers becomes the audience for writers. Students though will do more efforts. Hammond said that *“high challenge, high support enabling students to achieve beyond their abilities”* (2001:14). Chelli explains that peer review can be a task that challenge students to perform their best in writing compositions, they will become motivated and that may help them to improve themselves. In this context, teachers are asked to provide such tasks (2012:89).

The same case occurred in the course, which is designed by Chan-Lee about the way writing can be taught for learners. She witnessed improvements in student's writing during the semester. However, after they read compositions, reviewers revise, analyse and come up with their feedbacks, comment on what is correct, and what is incorrect. Chan-Lee suggested that reviewers should not focus only on errors but also to comment on what was good in the given compositions (2008:7).

Another important fact Chan-lee has provided, is that peer review made it easier for students to read and comments on each other pieces of writings. This can facilitate to open discussion about what each one need to improve. The reviewer may also detect the mistakes he used to do from ones work, and try to solve it. He can develop his own writing by memorising vocabulary, structure, grammar, style, etc. and this can help in his self-assessment (2008:7).

Chelli also explained that the peer review can also play a vice-versa type of learning, i.e. it can improve reading skill. When the teacher ask his students to evaluate ones work. They will read and reread the compositions; this technique also provides not only a motivation to write, but also a motivation to read. The learners here will be passion to read other's pieces of writing, peer review make learners interested in reading (2012:106).

While they are reading, students will develop unconsciously many techniques and strategies that concern revising, reflecting, developing structure. These techniques will help to develop students reading skill. Besides, peer review involves a lot of reading, the relationship of this late and the writing skill showed that students can develop their writings by reading. Eisterhold defended this idea and explained it as

Reading in the writing classroom is understood as the appropriate input for acquisition of the writing skills, because it is generally assumed that reading

progress will somehow function as primary models from which writing skill can be learned or at least be inferred(1991, as cited in Ghothbene, 2010:32).

However, after reviewing each other’s papers, students will give their comments and feedbacks about the compositions they read. The teacher should make his students aware of how to give feedbacks. To be evaluators, learners have to develop how to give critics and evaluations. The teacher has to draw the techniques of giving evaluation so as he can control this process and to push the students to answer according to what he needs them to know, to focus on, and what it is targeted in the compositions. For example if the teacher want his students to learn grammar, he may ask reviewers to select the grammatical mistakes from the pieces of writing under evaluation. It is suggested that the teacher may provide his students with a document through which they can give their suggestions or comments.

The following is a table, which indicates a general form of the peer review where students are more general in their assessment. This is an example to highlight and sum up how the evaluation of peers should take place.

**2.2.1 Peer Review Form**

Writer’s name: .....
Reviewer’s name: .....
- Mention if the writer has explained the theme clearly .....
- Was there anything confusing you think it interrupts the way you read? .....
- Do you think the writing was good? .....
- What are the things you liked and why you liked them?

.....
- List two things the writer does well
.....
- List two things the author needs to improve
.....
- Are there any errors? If yes please, correct them.
.....
- Are there any grammatical mistakes? (This kind of questions are asked according to the teacher, if they like his students to focus on one element rather than the whole work.)
.....
- What do you suggest for the writer?
.....

**Table 01:**Form of a Peer Review Was Given by a Teacher to his Students to Guide Their Feedback. [Www.Read.Write.Think.Com/](http://Www.Read.Write.Think.Com/) Peer Review Forms (2005:1).

There are important procedures a reviewer has to follow to give the evaluation for his colleagues' paper. According to Chisholm, those procedures are what makes this evaluation a constructive feedback. First, reviewers have to value the paper under study, i.e. they write what they did like about the paper, give positive feedback? What are the strongest points in the compositions and the things they see interested? After that, the reviewer has to describe the paper, explain the main ideas he liked, and the ideas he did not like as well. At this level, he may claim if he is with or against what the writer is saying. He can also state topics, which the writer did not include them (2002:16).

The third stage is asking questions, the reviewer writes what come up to his mind from questions to the things he thinks are not clear or those who likes to be explained. The final stage in giving feedback is suggest whatever information is necessary to develop that composition. It make include what can be add, what can be used as to add more clarity, and to say what the composition should involve (2002:16).

According to Chisholm, following these procedures is what guarantee to conduct a useful feedback through which students can get maximum benefits, which help them to develop their writing. However, there are still some basic elements; students need to know. First, they have to read carefully the text, and objectively. They should not hurry to answer the feedback papers; in this case, a teacher may provide a period of time for leaners to read the compositions. They also have to state for their teacher the questions, which are unclear for them in the feedback papers. A student have not command in his evaluation, he has only to provide suggestions. He should be respectful, clear, concise and precise. Reviewers should bear in mind not to bias the review according to his opinion. Therefore, reviewers have to be objective (2002:16).

### **2.2.2 The Role of Teacher in the Peer Review Technique**

The first part of this chapter indicated the process of peer review, it focused on the role reviewers, which was investigated and directed an importance of peer evaluation in the classroom. It is true that the colleagues play an important factor in this process. Nevertheless, teacher also have many contributions to make this technique effective. It is mentioned before that the teacher role is to give a formal paper on which students follow to give the needed constructive feedback. However, according to Dragemark, the teacher role does not stop at this point. Teacher has to explain the procedures through which peer review take place. Then, what the students should do such as being respectful, clear, objective, etc. and the things are

prohibited to do such as: orders, being rush to deliver feedbacks (2009,80). According to Gipps, teachers have to

Focus the pupils' attention on their progress in mastering the required task. This emphasis tends to enhance self-efficacy, encourages effort attribution, and reduces the focus on comparison with peers; it should take place while... simple information about results should be provided consistently, with more detailed feedback only where this is necessary, to help the student work through misconceptions or other weaknesses in performance (1994, cited in Dragemark 2009:81)

Additionally, Chisholm claimed that the teacher have to check also the peers' reviews. Therefore, he will comment on the feedback papers, i.e. say whether it is good, well structured, touched the points needed, etc. in this evaluation, the teacher is also testing the competency of students in giving critics, revising, reading, and detecting errors. Once the teacher is finished from dealing with learners' feedbacks. He moves then to the student's compositions (2002:4).

It is important to state that students are asked to re-write their compositions after the remarks given by their peers. According to Daoud, The feedback of peers may be an assessor, and a guide for students to write better compositions. After they re-write their papers, students re-give the 'enhanced papers' to their teacher to be checked and evaluated again. Subsequently, the teacher will focus on how the writer react to the feedbacks provided by their peers and whether it was beneficial in their compositions (2010:31).

Daoud suggested that students need a second change in writing which is the same case with the peer review process. This will give them the chance to revise what they wrote, add some ideas, which were not written. In the process of drafting, students will clarify, and

enrich their writings. Amy states that *“I always think that we need to give students a second chance to do things... their initial idea may be odd, but when they think about it again, they will sort out the problem and try again...”* (2003, cited in Daoud, 2010:31). It means, the peer feedback add a great help for learners in reconstructing their compositions, and building their ideas.

### **2.3 The Benefits of the Peer Review in Students’ Writing**

Through defining and explaining the use of peer review in teaching writing. Peer review seems to involve many processes in learning. The preceded few pages of chapter two clarified the importance of this strategy in the writing expression classroom. This importance hold many benefits that work for the improvement of students’ writing. In addition, these benefits serve both reviewers and writers to develop their writing at first and to possess many learning processes and tricks as well.

In the first hand, Dakhmouche explained that writers students will find the audience to write to, which help to keep them motivated and give their best. Teachers have been always the main and sometimes the only audience for students. Because of the peer review process, students becoming independent from teacher’s assessment and having more interest to see how they will be evaluated from peers (2008:40).

Moreover, Chelli has argued that when learners are examined. They encounter something new. This may change their previous ideas on what they wrote and the way they wrote it. The information gathered from peers can be more interested for students in many cases and push the students to do more efforts through which the learning cooperative approach has shown (2012:87). Hammond stated that *“high challenge, high support enabling students to achieve beyond their abilities”* (2001, cited in Chelli, 2012:89). Authors will take

many feedbacks on their pieces of writing provided with recommendations and suggestions, which lead them to improve their writing.

Dragemark has stated that writers have to understand that they can learn through efforts which means that “*mistakes are inevitable part of learning and that they have control over their own learning*” (2009:83). Chelli explained that from the different stages used in peer review, students would know that no one is able to produce a perfect composition from the first time. They will notice that writing is a process that needs time to be good in, the different feedbacks will enlarge their knowledge in terms of vocabulary, style, structure, ideas, etc. (2012:187). As seen in table 01, the peer review may give a direct evaluation on the lacks of students. That focus enables students to detect the mistakes they done and correct them.

Boase also claimed that the students may find the peer review assess very beneficial, and leads them to assess their own work. One of his students commented “ *... next I want to review my own site and see how I would assess my work against the marking rubric*” (2013:126). It means that peer feedback can rise the self-assessment process in students which by reflecting on others work they will start reflecting on their works.

In the other hand, the reviewers, which are the central element of this process, have many positive things to acquire. First, Chelli claims that while reading and reviewing papers, students develop reading capacities like revising and planning, these capacities will help them to become better readers. Moreover, the reading process along with the peer review strategies develop the critical thinking which intends to help them more in their future readings as researchers or just readers. Chelli states, “*Encouraging students to assess each other’s contribution to discussion and discourse is further exposing them to the skills of critical reflection and analysis*” (2012:155).

Besides, Hughes raised also the benefits of peer revision by declaring “*Peer revision not only benefits the author; rather, both students will gain from collaboration on the process of revision as they work to discover what makes writing better*” (1991, cited in Chelli, 2012:106). It means, when students have the opportunity to examine peers’ works, they are not just developing their critical thinking and reading but also learn from each other’s mistakes.

Dragemark said that it would be a good thing if one correct other mistakes because a student can see other’s mistake much easier than seeing his own (2009:201). Researchers alike Rollinson and Tsu declared that the students who comment on the writing of their peers profit more from those who wrote and re-edit their writings. Tsu argued that being a critical reader to ones writing would activate the linguistic competence for students (cited in Dragemark 2009:201).

In addition, from the examining and evaluating, in writing their own compositions, reviewers will identify the areas needed to be improved without depending on neither the teacher’s feedback nor the student’s feedback. Drafting from this, Elahih summed up that students will know that the analysing and evaluating of text do not belong to the teacher. In addition, they would be capable of analysing and recognising their mistakes and correct them. Therefore, they develop their writing by themselves (2015:13).

Elbow suggested that when learners revise other’s writings, not only the revision process is developed but also writing. He explained this by “*surgeons don’t learn cutting skills by turning the knife on themselves. It feels like cutting your own flesh to take your own writing apart, rearrange it, and throw away large chunks*” (Cited in Troester, 2015:12). He thinks if the knife (to analyse) is used in other’s flesh (writing), the learner may learn the technique of revising and analysing for his own writing.

As a conclusion, peer review is beneficial to improve and develop students writing. Dragemark explained that peer feedback might create the joyful environment where students are motivated to write and learn. Moreover, following this technique will tackle other skills such as reading as it is already mention and even listening and speaking can also be a part of the peer review process, where it open interaction about reviews' suggestions and the way students wrote their compositions. These interactions and critical thinking help not only their writing, but also their knowledge and skills. Dragemark claimed that having such a well-designed course would be much beneficial for students (2009:54).

#### **2.4 Challenges in Achieving an Ideal Peer Review**

Through the benefits peer review has in developing the writing skill, assessing peer's compositions and moving by all the revision, critical thinking, and self-assessment. The peer review seems to be a good process to follow to improve student's writing and enlarge their knowledge. However, according to Boase, there are several challenges to have an ideal peer review where all the concepts mentioned are achieved (2013:4).

The first challenge may occur is related to the contribution of students. These latters may have a lack in the skill, i.e. there writing is very poor. Boase claimed that to engage a process in which you give evaluation, and a constructive feedback, students should have already developed the writing skill or at least upper-intermediate (2013:04). This puzzle drives us to draw the conclusion about the EFL students. Shokrpour and keshavarz declared that for the learners at the secondary level, this type of teaching and evaluating looks to be hard to construct. Whereas, at the university level, students may have the needed knowledge to make this process achievable. The more students are aware of writing the more easy the peer review can be applied (2010:25).

Besides, the credibility of reviews may vary according to social relationships between students. For instance if both the reviewer and the writer were friends, this may effect on the way the header evaluate the author. Therefore, it is suggested to keep the identity of the writer unknown for the reviewer so as he will be assertive in his evaluation. Nevertheless, Baartman and Bartolo insisted that both identities of the writer and the feedback giver have to be identified in order to allow students to learn to write honest and constructive feedbacks (2009, cited in Boase 2013:4).

The third challenge is concerned with the quality of feedbacks the students give. Boase argues that the reviews vary from one students to another, which depends on the student's level. He suggested that a composition should have more than one feedback to make the evaluation more relevant (2013:5). However, the quality of feedback in not just related to students' level, the content is important too. Horowitz claimed that

The opponents of peer review argue that providing negative criticism has the risk of irritating or offending the writer. Students might also have difficulties identifying problem areas in other student's writing and offer them inaccurate or misleading advices (1986, cited in Shokrpour and keshavarz, 2010:25).

The same case was also targeted by Hyland who argues, "*Peers are not trained teachers and their comments may be vague and helpful, or even overly critical and sarcastic.*" (2003:192). Though, it is so important for the teacher to test the efficiency and the clarity the students will give, before to hand the chance for students to give their feedbacks on each other's papers. The instructions of the way students will evaluate have to be clear so as no issues will be challenged later (2003:192).

The challenges in applying the peer review techniques of giving feedbacks and improving students writing may cause serious problems, which lead to the failure of this

process. Therefore, Boase suggested that teachers should consider these challenges when planning for a course where the peer review is applied. An ideal peer review is a review where these challenges are overcome (2013:7).

## **2.5 The Difference between Students' Feedbacks and Teacher's Feedback**

### **2.5.1 What is Feedback?**

Generally, it is to give information about a given task to see whether it is correct or not. Krashen said that "*feedback generally refers to the listener's or reader's response given to the learner's speech or writing*" (1982, cited in Bouraya, 2012:43). Maarek defined it as any procedure, which the reader follows to give instructions and evaluation, which help the writer to revise his piece of writing in order to modify it, provide explanations, or to give him some suggestions (2009:32). Hollow claims "*Feedback is the information presented to the learner after any input with the purpose of shaping perception of the learner*". (Cited in Bouraya, 2012:43). Moreover, Bouraya explained feedback as the tool through which the information of a student is tested, and given the solutions to what went wrong in a composition or a tackled task (2012:44).

### **2.5.2 Teachers' Feedback**

Providing feedbacks is one of the teachers' job in a classroom. He/she has to look and verify the students' writing to see the different mistakes committed by them. According to Maarek, The teacher has to provide feedbacks with general rules, critics, suggestions, and answers in some cases. Another important factor is that students have to be aware that this feedback is for their own good, i.e. the teacher has to make his learners aware that the evaluation provided by him, will help them in their revision for their work, and in their future writings of course. The view of students towards teachers' feedbacks may help them to develop their writing (2009:33).

### 2.5.3 Types of Feedbacks

The respond towards students' pieces of writings. There are two main types of feedbacks, which are set according to the teacher wants and objectives, and the way he sees which type is effective.

#### 2.5.3.1 The Oral Feedback

It is suggested by Hyland that the face-to-face feedback can be more positive and efficient. He states "*the interactive nature of the conference gives teachers a chance to respond to the diverse cultural, educational, and writing needs of their students, clarifying meaning and resolving ambiguities, while saving them the time spent in detailed marking of paper*" (2003:192). In Hyland eyes, correction of student's mistakes have to be corrected just after they wrote it. The urge for this correction and evaluation is that students are more motivated in seeing what they did well and what went wrong in their writings, more than delaying the correction.

Zamel also defended this by "*both teachers and students tend to be positive about the opportunities for detailed discussion that conferences offer, and research suggests that students typically receive more focused and usable comments than through written feedback*" (1985, cited in Hyland, 2003:192). To explain more, this instant and oral feedback permits to involve students in the correction provided by their teachers. Those late as well will identify the mistakes and errors and explain to their learners what to do, and what not to do. This conversation will also give the students the chance to talk about their ideas and how do they wrote their compositions.

Another aspect, which leads this feedback as an important type of feedback, is the use of tone. Hyland suggested that the teacher's tone is essential for this evaluation. If the teacher speaks loudly and yelling on the student. This may lead eventually to the demotivation of students (2003:193). Therefore, it is clear that the teacher has to lower his tone so he can

communicate his ideas effectively to the learner, and to make him aware that everyone does mistakes and the feedback is made up to know mistakes and fix them. Dragemark claimed that “*mistakes are inevitable part of learning and that they have control over their own learning*” (2009:83). Bouraya also argues that The discussion along with the feedback have to be end with an encouragement and advices so as the learner can work with and be motivated for his next writings (2012:45).

### 2.5.3.2 The Written Feedback

The teacher’s written feedback considered the more used in regard with the oral feedback. It is true that the oral feedback have many advantages, but it takes a lot of time because the teacher has to check each paper and have discussion with each writer. Bouraya claimed that the written feedback, which is used in exams, tests, and homework evaluation, tend to have the same aim that is to involve the writer with the mistakes he has done, and to revise his composition and learn from his mistakes. (2012:45). Hyland also states

Research suggests that teacher written feedback is highly valued by second language writers... The effect of written feedback on students’ revisions in subsequent drafts has not been extensively studied, although it seems that students try to use most of the usable feedback they are given (2003:179).

It is true that the feedback goal is to clarify all the mistakes and ambiguity students may have in their compositions. However, Maarek suggested that students’ reaction towards teacher’s feedback may be varied. Some of the students see that teacher’s feedback should consist advices and clarifications only, others they want from their teachers to identify all the mistakes so as they revise their compositions and see what their weaknesses are. Others are not interested in the feedback at all. Maarek claimed that along with the misunderstanding involved, giving feedback seems to be a difficult task to do. Therefore, the teacher has to

consider this in giving feedback to his students' compositions (2009:33). Hyland commented on this issue

A great deal of research, however, has questioned the effectiveness of teacher written feedback as a way of improving students' writing. Research on first language writing suggests that much written feedback is of poor quality and frequently misunderstood, by students, being too vague and inconsistent... (2003:178)

According to Hyland, teachers have not to forget that the writing is a process rather than a product. Therefore, they have to see the development of their students' writing, focus on the mistakes that are related to the course, discuss ideas, and discuss the errors and encourage for the collaborative learning process (2003:180).

#### **2.5.4 Peer Feedback**

Along with this research, the importance of using peer's feedback as a method to teach and evaluate students' writing. The research clarified that learners may enjoy peer review as well the collaborative learning. Brown claims "*Peer assessment is simply one arm of the plethora of tasks and procedures within the domain of learner centred and collaborative education*" (Cited in Selman, 2006:41). The collaborative learning shows it is beneficial for students as just peer feedback do.

The peer review, which seek to assess student's writing and give the necessary feedback that aims to the development of students' writing. The benefits of peer's views on student's feedback rise the importance of this technique as a way to evaluate and assess students. Peer review can be very helpful and taken into account from learners. Dakhmouche said that the peer feedback may become a replacement for the teacher's review in many occasions. If the challenges the peer review face were controlled and fixed, the peer evaluation and assessment may be an ideal process to give feedback and to encourage

students to develop their writing, hence they are already motivated for this technique as it is mentioned before (2008:40).

### **2.5.5 Online Feedback**

Technology has always gave the learning and teaching processes an aid to transmit information, enhance students' level and to make it easier to read and learn. Troester clarifies that Peer review process can appear as an online feedback through which learners can evaluate and assess each other's pieces of writing. The online writing exchange will permit students to have more opportunities to write and therefore enhance their writing skill. This opportunity can be a guide for the self-assessment as what peer review in general suggests, because it makes the learners conscious of what to share to their audience (2015:5).

In her research, Troester relates the benefits of the online review with the peer review in general, though; the benefits gathered from the peer review are much the same with those of the peer online. However, this late can open a new method in teaching writing in peer review (2015:6). It means that writing on computers, laptops, etc. will direct the students easily to do the task of writing. Students may forget that this writing is a course in itself because the use of technological devices may motivates them write.

Troester also argues that what makes the online peer review so beneficial is that it can involve more numbers than colleagues and friends. It permits other students from other universities to be involved in the class (2015:6). The important factor here is to keep the same procedures of the peer review technique. Therefore, students should be restricted with the rules on giving their feedbacks with a complete honest. Boase claimed that if students' papers have been reviewed more than one, this could be beneficial for the students at first, and to revise their compositions later on (2013:04).

**2.6 Conclusion**

This chapter has been a theoretical part for this research, which focused mainly on the peer review as a method of teaching and addressing feedback to the EFL learners to develop their writing skills. by reading this chapter, it can be clear that it is divided into three section, the first one gives a general view about the peer review, and how this process have been developed. While the second focuses on the benefits of peer review as a method in teaching writing skill. The chapter ended with a section, which provides the peer review or feedback in relation with the known techniques of giving feedback. From all this, this chapter has risen the peer review as an effective way of giving evaluations and assessments. In this case, the practical part of the research will be devoted to see if the students of EFL who belongs to the department of English at the University of Abd Hamid Ben Badis, in Mostaganem are aware of this technique and to see if the teachers of this department introduced and worked with this process.

# Chapter three

### **3 Introduction**

The aim of this research is to prove that the use of peer review is beneficial to improve and develop writing skills. In this case, we have used two materials to provide the necessary information. A questionnaire has raised to see whether students used this technique, the different feedbacks they would have from both teachers and peers, and which one they feel comfortable with most. The questionnaire aims also to find out, which skill students think is difficult, which feedback do they feel comfortable with, and many other questions related to the writing skill. The second material is an interview with teachers of the written expression module to involve more data about the peer review.

#### **3.1 The Research Instruments**

##### **3.1.1 The Student's Questionnaire**

The select of this material as a source of information is due to an urgent need for qualitative and quantitative data. There are many advantages in using questionnaire; it is a source of data, which takes a short of time to collect data and to get a close look on our student's views and suggestions as well.

##### **3.1.2 The Sample**

The sample used in this material was selected from the population of the second year LMD students, department of English, at the University of Abd Hamid Ben Badis. Mostaganem. The sample were chosen randomly from about (320) population. By that, each one from the L2 students has a chance to be selected. The choice of the second year LMD students was based in the consideration that they have been taught written expression for two years. We assume that they already have an idea about the way they are evaluated and they have developed some basic notions about learning writing. The size of the sample are (60) students which already make the fifth of the population so as the results will be more reliable.

We handed the questionnaire face to face to the students and some were been given their questionnaires in the Facebook. From the 60 copies, 52 were been answered.

### **3.1.3 The Description of the Questionnaire**

The questionnaire involves (13) questions to describe all the different aspects the research involves. Some questions are closed and others are open-ended. Through the previous ones, the students have to tick one option or more. While in the open-ended questions, they have to identify options and claim why they chose that option. It is needed to mention that numbers (1.2.3.4) or alphabets (a. b .c .d) can complete other questions to show the priority, or difficulty. The (13) questions are devided into four (03) sections as below.

Section 1: background about students' writings. (From Q1 until Q3)

The first section of the questionnaire permits to know the skill that learners are interested in (Q1), to have an idea about their level in writing (Q2), and if they prefer working in peers (Q3).

Section 2: teachers' feedback and student's feedback. (From Q4 until Q12)

This section is devoted to have a clear difference about the learners' review with the teachers' feedback. In involves questions about how the teachers give their evaluation and assessment (Q4, Q5, and Q9). It shows also how learners react to teachers' feedback (Q6, Q7). The section also raise questions about the student's preferable way to be evaluated with (Q8), their background with the peer review technique (Q9, Q11). The last part deals with the students' reaction towards this process (Q10, Q12).

Section 3:further suggestions. (Q13)

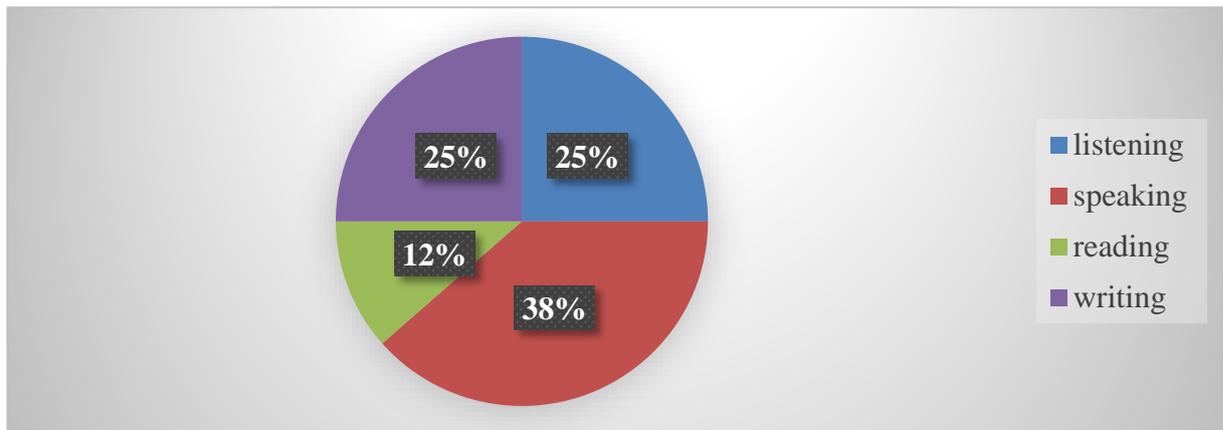
The last section gives the space for students to add any comment or suggestion they would like to state.

### 3.1.4 Analysis of the Questionnaire

**Question 1:** which skill do you like to master most? Put (a, b, c, d)

Option	Number	Percentage %
Listening	13	25
Speaking	20	38.5
Reading	6	11.5
Writing	13	25
Total	52	100

**Table 02:**The Skill Students Like to Master Most.



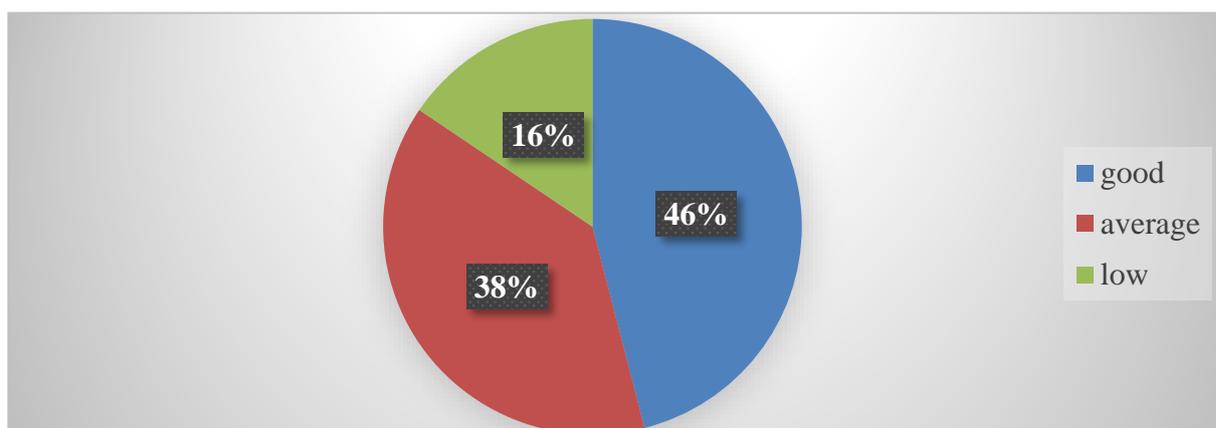
**Figure 3.1:** The Skill Students Like to Master Most.

If we can classify the students' answers as priorities, the students have classified the skill they like to master as follows: speaking 38%, listening 25%, writing 25%, and 12% for reading. We can generalize that students' interest is focused on speaking skill in learning English. Concerning writing, only 25% students have interest in writing.

**Question 2:** your ability to write is:

Option	Number	Percentage %
Good	24	46
Average	20	38.5
Low	8	15.5
Total	52	100

**Table 03:** Students' Level in Writing.



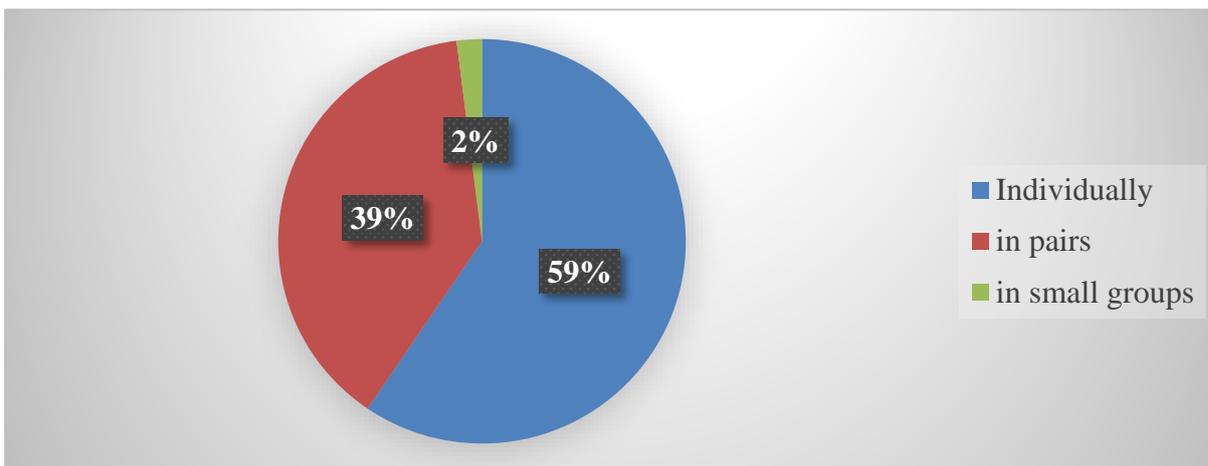
**Figure 3.2:** Students' Level in Writing.

The table number 4 indicates that 46% from L2 students are good in writing, 38% have the average in writing, and 16% are weak in expressing themselves by writing. We can conclude that our sample are between intermediate level and upper-intermediate level.

**Question 3:** in class, do you like writing?

Option	Number	Percentage %
Individually	31	59.5
In pairs	20	38.5
In small groups	1	2
Total	52	100

**Table 04:** The Type of Writing Students Like Most.



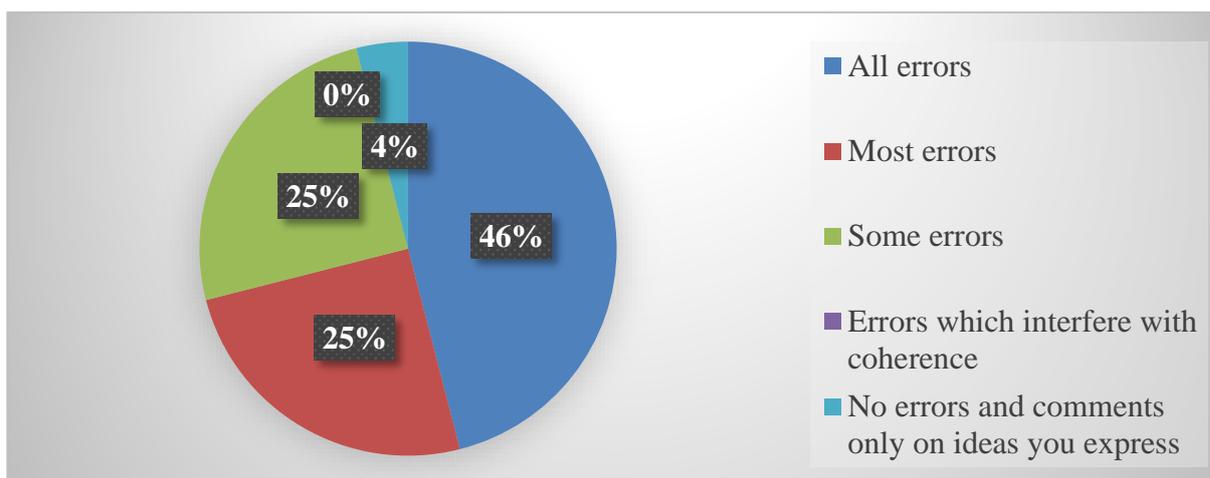
**Figure 3.3:** The Type of Writing Students Like Most.

The third question conducts how students want to write. 59 % students prefer to work individually when they are writing, 39% feel comfortable to work in pairs, and just 2% who suggested working in small groups when they are writing. Therefore, students mostly like to write individually.

**Question 4:** when your teacher corrects your mistakes, does he/she correct?

Option	Number	Percentage %
All errors	24	46
Most errors	13	25
Some errors	13	25
Errors which interfere with coherence	0	0
No errors and comments only on ideas you express	2	4
Total	52	100

**Table 05:** The Errors Usually Corrected by the Teacher According to Students Views.



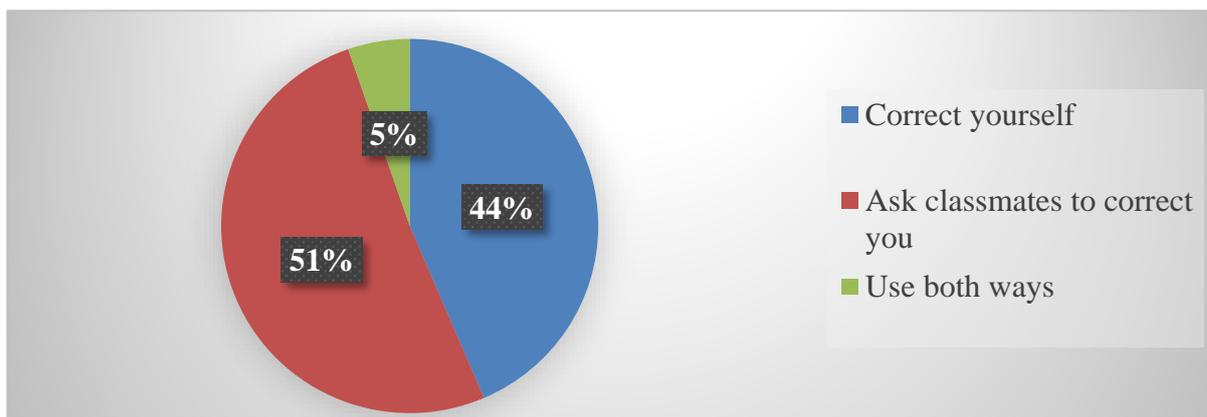
**Figure 3.4:** The Errors Usually Corrected by the Teacher According To Students' Views.

The table 6 deals with the teacher's correction of errors. 46% of students ticked the option (all errors), 25% claimed that the teacher correct most errors. 25% students answered that their teacher is correcting some of the errors. The last 4% students suggested that their teacher focuses only on the ideas expressed by them and gives no comments on errors. While, no one from the sample answered that their teacher corrects the errors, which interfere with coherence.

**Question 5:** does your teacher of written expression allow time to:

Option	Number	Percentage %
Correct yourself	6	11.5
Ask classmates to correct you	7	13.5
Use both ways	39	75
Total	52	100

**Table 06:** The Time Devoted by the Teacher for Self-Correction or Peer Correction



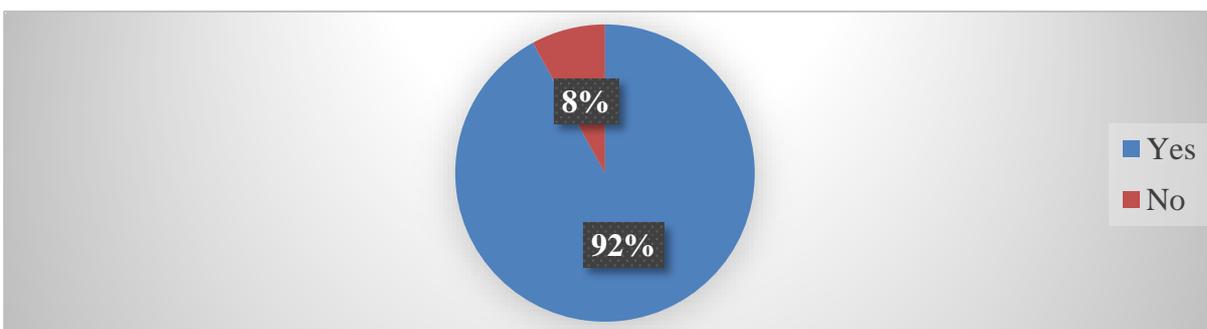
**Figure 3.5:** The Time Devoted By the Teacher for Self-Correction or Peer Correction

The question 5 is devoted to know if the teacher allows time for peer review. The data gathered gave results as follows: little more than half of students (51%) claimed that the teacher gives time to peers to give their feedbacks about their colleagues writing. However, 44 % have claimed that teacher ask them to correct their compositions by themselves. Few students (5%) stated that their teacher uses both ways. The data gathered from this table shows that the students have received some of peers' feedbacks about their writings.

**Question 6:** do you read your teacher's correction?

Option	Number	Percentage %
Yes	48	92
No	4	8
Total	52	100

**Table 07:** Students' Reaction towards Teachers' Feedbacks.



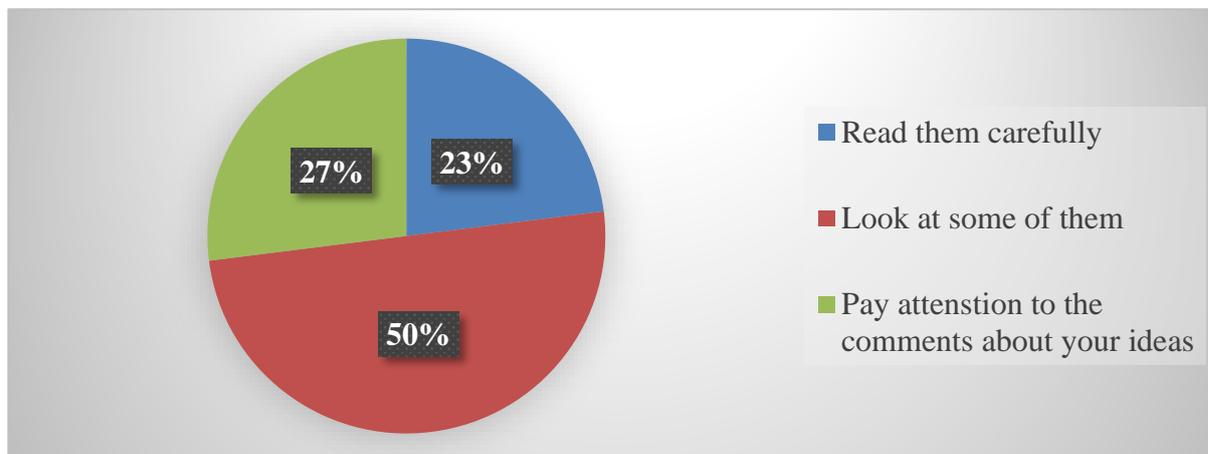
**Figure 3.6:** Students' Reaction towards Teachers' Feedbacks.

This table question students about their interests in teachers' feedbacks and if they read teachers' corrections. 92% claimed that they read their teachers' feedbacks. Only 8% are the students who do not read teachers' feedback. Clearly, our students read the feedbacks presented for them.

**Question 7:** if yes, do you:

Option	Number	Percentage %
Read them carefully	11	23
Look at some of them	23	50
Pay attention to the teacher comments about your ideas.	14	27
Total	48	100

**Table 08:** Students' Reaction toward Teachers' Feedbacks.



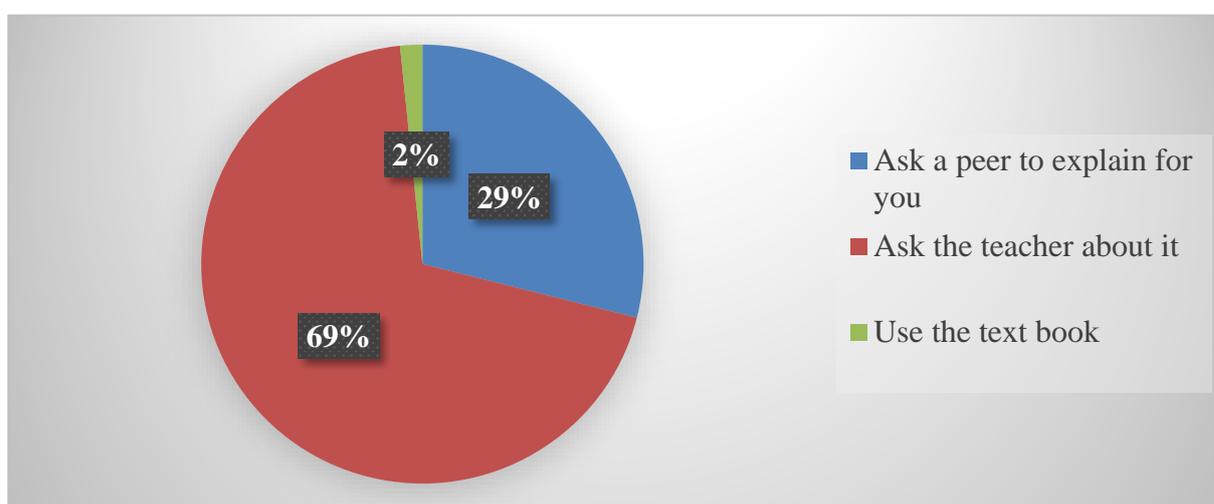
**Figure 3.7:** Students' Reaction toward Teachers' Feedbacks.

The present question is a continuity to the previous question; the 92% students from the table N8 are the ones whom are requested to answer this one. From 52 students, 48 have answered. 23% learners claimed they read all the comments of their teachers. The 50% of students verify just some of the corrections and evaluations. While 27% students pay attention to the teachers' comments about their ideas only.

**Question 8:** if you have made an error in your writing, what helps you to understand what you did wrong?

Option	Number	Percentage %
Ask a peer to explain for you	13	25
Ask the teacher about it	31	60
Use the text book	8	15
Total	52	100

**Table 09:**The Students' Techniques in Revising Their Written Compositions.



**Figure 3.8:** The Students' Techniques in Revising Their Written Compositions.

The table above discuss the results of the question which investigate the best assistance that students think is better for them. The majority (69%) had said that they ask the teacher to explain for them. 29% students prefer to ask their peers help to understand the problem. Just 2% argued that they use the textbook to correct mistakes. The eighth question is an open-ended question, i.e. the sample are asked to support their answers with justifications and explanations.

- The ones who selected the teachers' help claimed that it is beneficial for them. They consider the teacher the one who have the absolute knowledge about their writings, and

therefore they trust on his judgements. Some of them claimed that it is his job to give feedback.

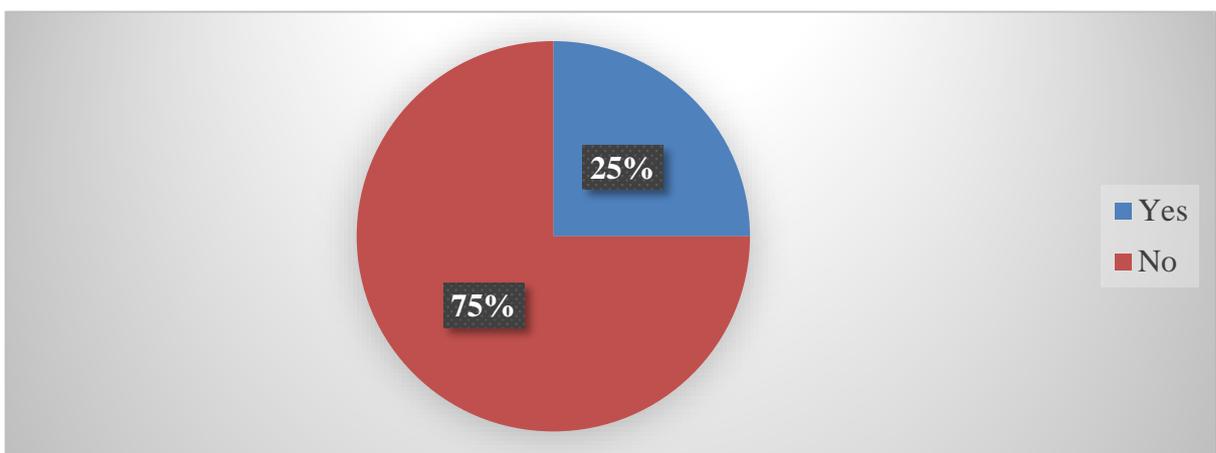
- Students who selected their colleagues as a help for them to correct their mistakes, they claimed that they feel more comfortable to correct their errors with peers. Other students argued that the teacher may not have the time for all students so they discuss their problems of writings with their peers.

- The few students who had stated that they use the textbook as a tool to correct their errors claims that textbooks involves all the necessary information they might need.

**Question 9:** does your teacher give your pieces of writings to your classmates to be evaluated by them?

Option	Number	Percentage %
Yes	13	25
No	39	75
Total	52	100

**Table 10:** The Peer Review Chances in Written Expression Classroom.



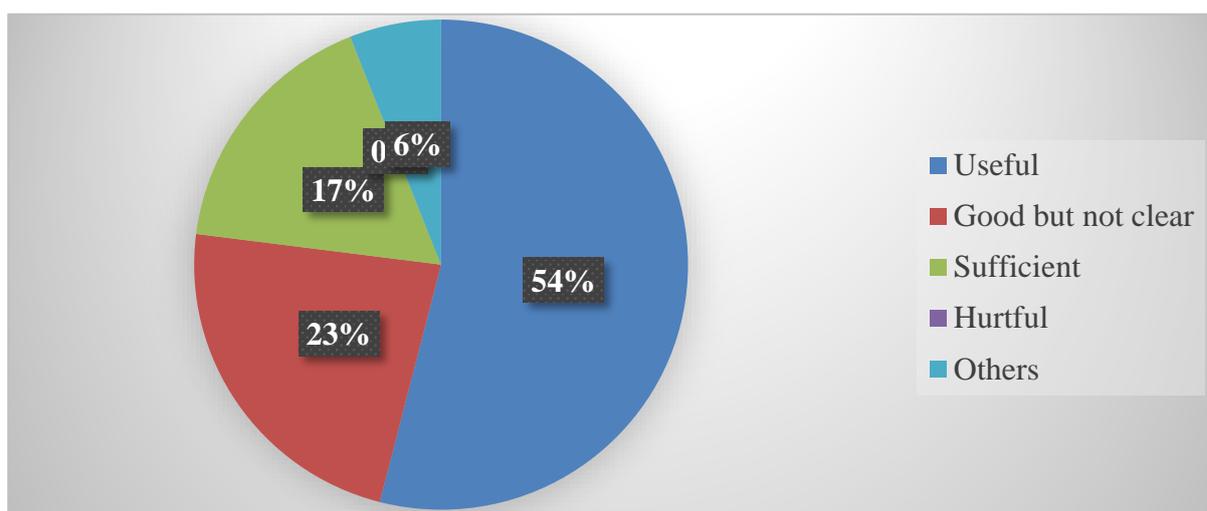
**Figure 3.9:** The Peer Review Chances in Written Expression Classroom.

The table 11 involves the data gathered from questioning students to if their teachers give their pieces of writings to their classmates to be evaluated by them. The analysis results that 75% from our sample said that they have not witness the use of peers to give feedbacks. However, the other 25% claim that they did. It means that peer review is less used in the classroom.

**Question 10:** what do you think in your classmates' evaluation?

Option	Number	Percentage %
Useful	28	54
Good but not clear	12	23
Sufficient	9	17
Hurtful	0	0
Others	3	6
Total	52	100

**Table 11:** Students' Reflection about Their Peers' Evaluation.



**Figure 3.10:** Students' Reflection about Their Peers' Evaluation.

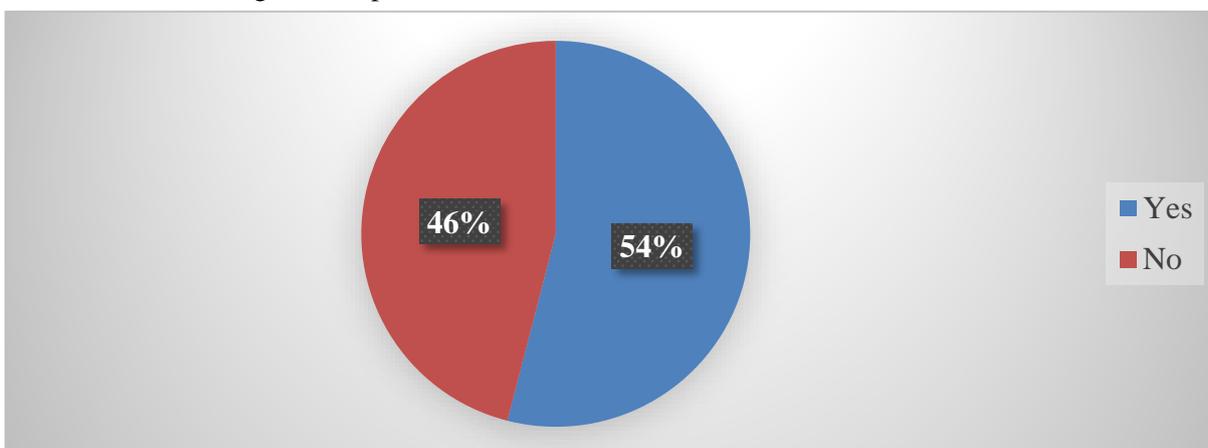
The table N14 hold the results of the answers of students about what do they think of their peers' evaluations. 54% from them claimed that this evaluation is useful for them.

Hence, the question is an open-ended question; those learners stated that they could learn from their peers' evaluation. 23% argues that it may be a good method to evaluate but it may not be clear. Some of them (17%) have answered that it can be sufficient for their evaluation. However, no one had claimed that it might be hurtful for him or her. Students also are asked to give others possibilities or to justify their answers. The 6% who have selected other choices claimed that peer evaluation is rarely beneficial but it can be useful if it is more structured and students have a guide to follow.

**Question 11:** Do you exchange your writing between you and your classmates or friends

Option	Number	Percentage %
Yes	28	54
No	24	46
Total	52	100

**Table12:** the exchange of compositions between students.



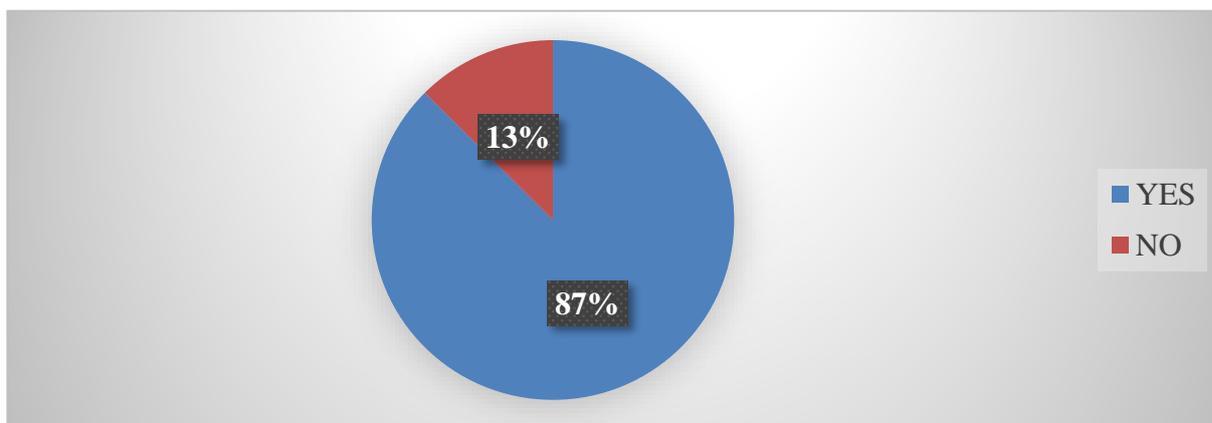
**Figure 3.11:** the exchange of compositions between classmates.

The question 11 aims to know if the students exchange of their compositions between themselves, although there teachers may not ask to do that. 54% from students have selected 'yes' for sharing their pieces of writings while 46 % claim they have not shared their compositions between them. Clearly, students like to share their writings.

**Question 12:** if yes, does it make you more motivated in writing?

Option	Number	Percentage %
Yes	21	87.5
No	3	12.5
Total	24	100

**Table13:** The Students' Reaction about Their Peers' Evaluation.



**Figure 3.12:**The Students' Reaction about Their Peers' Evaluation.

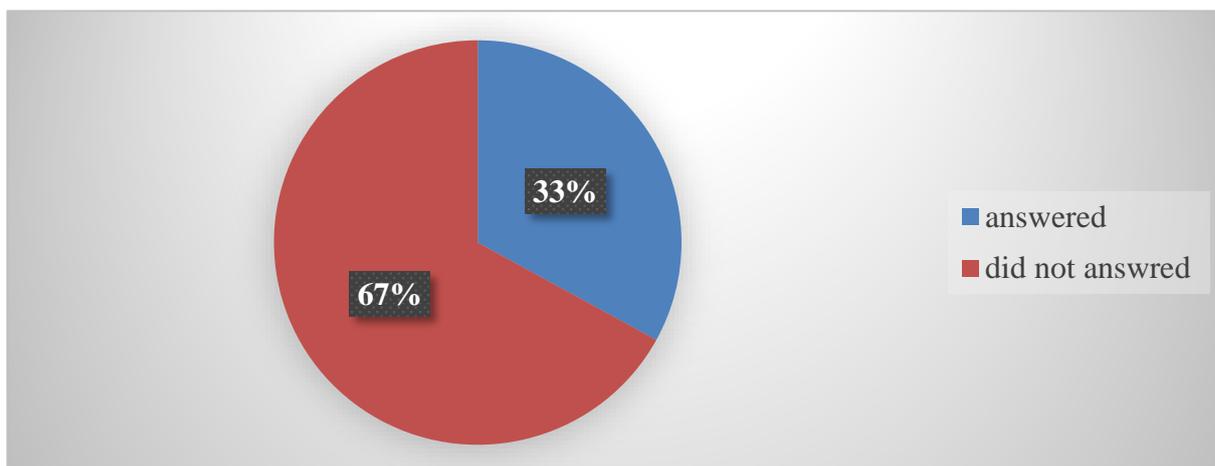
The question twelve is concerned to know about our students' reaction on their peers' feedbacks. The majority of our students (87%) have answered 'yes' for the peer review as a motivation for them to write. Just (12 %) students said 'no' for this process, and claimed that it is just the same; whether they write for the teacher or for their classmates. The 21 students who agreed on this procedure had argued that writing for their friends and classmates will make them more concentrate to avoid errors, they would care about their peers' evaluation, and they try to impress them and to look as good writers in front of them.

**Question 13:** can you make any suggestion about the peer review process as a way to evaluate and assess students' writing?

Option	Number	Percentage %
--------	--------	--------------

Answered	17	33
Did not answer	35	67
Total	52	100

**Table 14:**Students' Suggestions.



**Figure3.13:**Students' Suggestions.

From 52 students, 17 students have gave some suggestions and recommendations concerning the use of peer review to assess and evaluate students' writings. The sample's suggestions are like follow:

- The teacher has to rise his students' awareness about peer review and use it more often to have the chance for applying this technique is classroom.
- The use of peer review may allow students to avoid mistakes and enhance their writings.
- The evaluation between classmates is important and a good manner to test students' writings efficiency and to involve them in the writing process.

One student claim that reading may help learners to become better writers. Ironically, the peer review process is build up on reading where students read other's work to give feedback. Therefore, reading is involved in this system.

## **3.2 Teachers' interview**

The use of this material is due to an urge need to involve more data to the study. The analysis of the questionnaire seems to have less information about the field. Therefore, the aim behind the interview to get more data in a sufficient time, and to answer many questions, which still unanswered in the study. The face-to-face contact may rise many questions to discuss, so the interview was a good material to gather data.

### **3.2.1 The participants**

The teachers who responded to this interview are from the population of the teachers who belong to the department of English at the University of Abdelhamid Ben Badis. We have selected 10 teachers who taught written expression or have taught written expression for the LMD students. Hence, the time was limited, the interview was taken into one day (02, 04, 2017), there was some difficulties in finding teachers who are specialized in the field.

### **3.2.2 Description of the interview**

The teachers' interview involved six questions. Four questions are asked about the use of peer review, whether teachers used this technique. One question has been asked about the level of their students, this question was like an open door through which we started the investigation. Another question has been asked to know about the students' reaction towards their teacher's feedback. Teachers are requested also to provide explanations and suggestions for all the questions.

### **3.2.3 Analysis of the interview**

**Question One:** how do you rate your students' writing?

This question is raised to know the students' level in writing, and to compare it with analysis of the question from the questionnaire provided to students. Approximately the half

of the sample (06) teachers claimed that their students are between the poor level to the average. Many teachers argued that students' level in writing is related to the background of learners in writing. However, most teachers stated that we can not classify students as bad or good writers because this classification may vary from the ideas they provide, the language they use, the mistake they may do, etc.

**Question Two:** do you think the feedback you provide on your student's pieces of writing is taking into consideration?

The answers of this question varied, merely the half of teachers claimed that the feedbacks provided are taken into consideration from their students, those teachers declared that in some students' written production, it is noticed that they have benefited from the evaluations and assessments they have provided for them. However, many teachers claimed that their students sometimes neglect their feedbacks. According to them, this is due to the lack of motivation, lack of interest, and they are careless.

**Question Three:** do you think that peer review may help to make students more interested in writing?

All the teachers insisted that peer review or peer correction is very useful and so important to evaluate students' writing and to make writing more interesting for them.

**Question Four:** can you admit that peer review will be much helpful if it is more controlled and planned by the teacher?

All the teachers agreed that peer review would be much beneficial if the teacher plans it. Where he is going to ask his students on which they will give their feedbacks and the elements to focus on for instance grammar or punctuation, etc.

**Question Five:** according to you, what are the challenges peer review process may face in its application with written expression classroom.

The analysis of this question revealed that all teachers had claimed that the peer correction has many challenges and obstacles. Some teachers have related these challenges to the lack of time, the crowded groups and the lack of motivation. While the others claimed that, students' level would be a challenge for the peer review process. They explained that a weak student would be not able to correct. Besides, the objectivity of students may vary from one to another.

**Question Six:** do you have any suggestion or comment you like to add about peer feedback?

The teachers were very kind in adding a lot of suggestions and solutions, which is related to the study. Most teachers argued that the teacher has to make his students' aware of the task at first before asking them to give feedbacks. They also commented on the importance of the peers' correction where students will have the chance to learn from each other's mistakes. One teacher claimed that students have to correct their peers' papers without giving a grade about that piece of writing. Some teachers stated that the students' papers have to be unknown for the reviewer to raise the objectivity of the task.

### **3.3 Conclusion**

The third chapter was a practical part for the topic under study. We have used a questionnaire and a teachers' interview through which to answer the main research question and the many hypothesis under study. The teachers' interview and the students' questionnaire have provided a quantitative and qualitative data that back up the theoretical part. With this late and the ongoing study in the chapter three, we can draw the conclusion that the use of peer review is beneficial for students' writings, and it may improve it. However, the next

chapter will hold the results of both materials along with the recommendations and suggestions for applying the peer review process.

# Chapter four



## **4 Introduction**

In the present research, it is hypothesized that using peer feedback may improve and develop the student's writing skills, and rise the peer review as a technique to give evaluations and assessments for the students who belong to the EFL classroom. These hypotheses were primary answers to the research question, which had proposed to know whether the peer review is beneficial for EFL learners. The researcher has provided a questionnaire through which we draw many suggestions and recommendations for this field of study. However, the results of both the questionnaire and the interview are still unsaid. Therefore, this chapter will shed light on the findings of those two materials, and moves toward the suggestions. Moreover, the research was disrupted by many obstacles, which have to be mentioned as well in this chapter.

### **4.1 The Discussion of the Collected Data**

After analysing and interpreting the gathered data from both the students' questionnaire and the teachers' interview. We are going to point on the results of these two by comparing and distinguishing their opinions on peer review, and to check all the necessary results to draw our findings, the recommendations we think that it can help the use of peer feedback and the general conclusion that will hold all the research aims.

### **4.2 The Discussion of Students' Questionnaire**

Students who have answered the questionnaire were 52 students; they are approximately 20% of the population selected. According to the sample answers of the Q2, they are mostly good in writing. Therefore, they are aware of what they might need in their writing at first and the different kinds of feedback provided to them.

The questions N4, N6, and N7 from the students' questionnaire targeted students' attitudes towards the teachers' feedbacks. The analysis of these questions have resulted that learners believe that their teachers comment mostly on the mistake committed by them. Nevertheless, students do not read the most of it or they just read some of them.

As the research goals demand, we have investigated students' views about the use of peer review in the classroom or outside the classroom. Therefore, the questions N08, N09 and N10 from the students' questionnaire are set for this purpose. Students have gave the good impression of using this technique to assess their compositions. However, some of them have declared that they may feel uncomfortable with their peer's correction. In addition, the analysis of the Q8 claims that most of students believe that the feedback provided by their teacher is the most relevant one. Moreover, many students did not have the chance to review others' written production or to get comment on their writings as Q9's analysis have showed. We can sum up that the peer correction may be ambiguous for some students, but still they are interested with its application.

The results had been taken from the 10<sup>th</sup> Q on the questionnaire were vary auspicious. Most students think that the peer feedback is useful for evaluating or assessing their pieces of writing. This result is considered as an encouragement for the research as a whole. The questions N11 and N12 also had confirmed that the peer review process in a motivational factor for students to write and in sharing their writings.

Putting this all together, the application of peer review in EFL classroom is seems to be brilliant. First, students think that it is both useful and motivational for them. However, the final question from the questionnaire have gave the chance to students to reveal their recommendations or suggestions about the peer feedback. From this, we have conducted many information, which confirm the importance of this process.

### 4.3 The Discussion of Teachers' Findings

The analysis of the first question from the teachers' interview has shown that most teachers consider their students as poor writers. The result of this question varied from the one gathered from the students' questionnaire. This distinguish in results may depend on mainly two factors. The first factor is related in determining the students' level according to the grammar, structure, vocabulary, etc., which are selected and present in learners' writing. While the second factor is related to the ideas and strategies followed by students to express themselves as writers.

The Q2 from the teachers' interview have shown that students rarely read their teachers' feedback. Teachers related this to the lack of motivation and interest for students. Teachers also claimed that students commit the same mistakes they have corrected from them.

The question 03 from the teachers' interview targeted the teachers' views about the use of peer correction to evaluate students' writing. All the teachers admitted that the use of peers' feedbacks is essential to comment on the students' pieces of writings. Most teacher claimed that they used this technique in their written expression classroom. The use of this technique was indirect though students did not know that the evaluation and the assessment they have provided for their classmates was itself a kind of peer review. The members of the teachers' interview see that peer correction can be a motivation through which students will be more conscious in their writing.

The answers of the fourth question from the teachers' interview have tackle the use of peer correction. Teachers take it as a necessary tool through which students may take correction, learn how to learn from others' mistakes, and develop their self-assessment and last and not least to make the learner more interested in the course.

Due to the importance of the peer review that has been raised by the interviewed teachers, who were being asked if the effectiveness of peer review might increase, if this process is more controlled and planned by the teacher. Consequently, teachers replied that a well-planned course is a good situation for learning. An expert teacher has answered that giving a plan on which students can follow in giving their corrections and assessments will target the initial elements the teacher wants to deal with, and it goes directly to the needs of students. It means, if the teacher wants their students to learn grammar he will ask his students to focus on the grammatical mistakes of their peers. Other teachers explained that when controlling the peer review, it would make it more objective through which students take into consideration their colleagues' correction; and formal in the way that handle the certain issues or to give what a good feedback can give.

The interview also investigated the many challenges peer review may face when it is applied. The findings from the question N5 had gathered many obstacles as our teachers claimed; those challenges are lack of time, lack of interest or motivation, and the crowded groups, which interfere with the use peer review as a process to assess learners' writings. Some teachers claimed that student's level and the objectivity of students may vary from one student to another. The question revealed that peer review has many challenges, which the research would give some suggestions in order to avoid them. This result have shown that the application of peer review is not that easy, therefore it should overcome many things in order to fully achieve an ideal peer review.

The final question was an open-ended question through which teachers are asked to give their suggestions and recommendations about the topic, and how to apply the peer review process. The results have shown that students have to be aware of how to give their feedback. Teachers believe that the peer review seems to be a way to involve students in the writing

process, and enhance their writing as well. Teachers raised the peer correction as a method through which learners learn from their colleagues' mistakes through the process of reading. It is important here to mention the importance of reading in developing writing skills, therefore, students have the more chance to read.

#### **4.4 The main findings**

In the very beginning of this research, it has been hypothesised that the peer review 'peer feedback' maybe a technique to improve students' writing skills. To fulfil the needs of the research of the necessary data, we have used two instruments in gathering information (which are teachers' interview and students' questionnaire). The two have provided the research with a qualitative and quantitative data through which we can declare that the use of peer review is a motivational factor through which students can develop their writing based on the feedbacks they receive or they give.

The results of the analysis of the questionnaire along with the data gathered from the teacher's interview have revealed that peer review is beneficial for students' writing. On the one hand, students' reaction toward this technique was encouraging; therefore, students may not face problems in using this type of feedback. The peer review offers a student-centred class where students learn from each other, and correct each other. A student-centred classroom is an environment where to develop the communicative competencies of students along with learning process. The teacher also becomes a guide in the class. More specifically, he will notice all what may interrupt learning or what may challenge the process of peer' correction.

The peer' correction is a technique through which the reviewer will embody the job of an evaluator. He will detect errors, correct mistakes, and discuss ideas. As an evaluator and assessor of his colleagues' papers, the reviewer develops his self-assessment where he will

detect his own mistakes while writing, or when revising his paper. While reading his classmates' compositions, students will focus on the structure, and the vocabulary used. He will also learn how to develop his ideas in writing, and develop his style as well.

On the other hand, the peer review creates the audience that students will write for. This can be a push for writers to write better, and do more efforts in writings. An expert teacher claimed that this may raise the needed competition in the written expression classroom. This competition can be beneficial and purposive if the process of peer feedback is more structured. Students have not feel any doubt to write or the judgements provided by their colleagues.

To sum up, the peer review is a good technique to follow to give evaluation and assessment for the EFL students' pieces of writings. The following procedure will focus on the recommendations that we think peer review has to follow to come with so as the task will be highly effective.

#### **4.5 Suggestions and Recommendations**

Generally speaking, responding to students' writing is a difficult task to do, teachers devote a large amount of time to give feedback on student's pieces of writing. Through the theoretical part, we have discovered that there are two main types of teachers' feedback. A written one and an oral feedback. In this late, the teacher is in a face-to-face contact with his student where he will involve him with all the mistakes has he done. However, in the written feedback, the respond for this type vary from one student two another. The bad respond for a teacher' evaluation or assessment will lead the learner to commit the mistake again in his writing.

However, researchers have always tried to involve students in the feedbacks provided for them. In this case, this research suggests that the use of peer review may encourage

students to read the feedbacks provided by them especially if they know that their peers are the ones who gave that assessment or evaluation. We suggest that the more learners are focusing on the feedback they provide or they take, the better they will write.

To backup these two main ideas, the research have provided a theoretical part through which we defined the term peer review and how it becomes related to writing. We have also see how the peer review work along with the challenges they may interfere in applying this process. As any research, we have needed a practical part that make the information provided more relevant. We have used two instrument as the third chapter claimed. The results have gathered from the students 'questionnaire and the teachers' interview have confirmed the importance of this technique to allow students to give feedbacks on each other's written production.

The interpretation of these results led us to draw the coming suggestions and recommendation, which show some points about how to use peer review, how we design a course in the written expression that will be based on peer feedback as a way to give evaluations and assessments on students' writings. The suggestions include also some solutions for the challenges we have discovered in applying this technique. Therefore, our recommendation is as follows:

First, teachers have to make sure that the level of their students is good in writing before giving them the chance to evaluate each other' writing. It has been discussed above that the students' level in writing is an important factor to obtain a good feedback. It means that poor students will not be able to give a good review. Therefore, we suggest for teachers to make sure that their students are good in writing before they ask them to evaluate their classmates' pieces of writings. However, in the case of there is a diversity in students' level, we advise ones' composition will be reviewed from more than one student. This will help not

to cancel the use of peer review, and to involve all the students in the process of peer correction.

Besides, the results have shown that students are not familiar with the term peer review or they have just some information about it. Putting this in mind, teachers of written expression have to make sure to make their students aware about this technique. The awareness of this technique does not mean necessary to give evaluation or assessment about a peer work; it is beyond that. It means that the teacher has to guide his students to the perfect way they should give their reviews. In addition, he has to ensure that they will give constructive feedback on which they will be objective, formal. We recommend that reviews has not to be offending, they have to be planned on what the students should comment on.

The following table is as an example about peer review. This could be distributed for students as sheets; they will asked to follow them, while giving the feedbacks for their peers. In this example, the reviewers has to follow the given structure, which insure that no comments will encounter by the students. In addition, it directly focuses on the points the teacher may need for his students to focus on. We suggest that the teacher has to give time for students to read carefully the compositions at hand, before giving them the sheets through which they will provide and give their feedbacks along with the suggestions or the corrections.

<b>The text criteria</b>	<b>Very good</b>	<b>Good</b>	<b>Poor</b>	<b>suggestions</b>
the content ( ideas )				

The organisation of ideas and the coherence				
the language used				
Grammar				
Punctuation				
Spelling				
Verbs' tenses				

**Table 17:** An Example about a Planned Peer Review.

The example above is about the planned peer review, it aims to lead the students to focus on what is essential according to the teacher and the lesson. In addition, it will make the review more professional and precise. The more peer review process is targeted to the points the more it becomes relevant and valuable.

Clearly, in this stage, the students are aware of how to give their feedbacks; they tend to be good evaluators. However, many students do not perceive peer correction as relevant to the one provided by their teachers. Based on the results of the teachers' interview, colleagues should not evaluate their mates by giving them grades. An expert teacher suggested that by taking grade from their classmates, writers might not be willing to consider that. It means that giving grades to each other may not be a good option in the peer review process. In this case, we have coming to a puzzle because students may not take into account something they will not take grades on. They may not support the peer review. Nevertheless, for this situation, the

teacher may give marks or rewards to students, who provide good feedbacks to motivate them especially if this process is new for them.

On the other hand, we recommend that peer review is a technique where students have the opportunity to have more audience for their writings. Peer correction is a communicative and a collaborative tool through which the participants rise their social behaviours and learn how to take judgements. Moreover, an expert teacher suggested in the interview he had answered that the peer correction will work better if the identity of the writer is unknown for his classmates. He explained that giving the pieces of writings within the student's name on it to be evaluated by peers, it will lead to less credibility and more subjectivity in the feedbacks provided. Friends will help each other to look better, and to be as good writers in front of their colleagues.

Therefore, we recommend that the teacher has to keep the identity of writers indefinite for their classmates. He can start by asking students to write their compositions without putting their names on the top, and then he will distribute them on their peers. Once students finish from giving their feedbacks, he will give the compositions back to their writers along with the feedbacks. Students have to check the corrections accommodated by their peers. Then, they will hand it over to their teacher who will read the compositions, the feedbacks and see if the students have achieved and hit the necessary points in the pieces of writings, and see whether their feedbacks are constructive and objective or not.

The process of peer review seems to take a great time moving from asking students to write until the teacher's correction of the peer corrections. We suggest that if there is a problem of time during this technique of assessment, the teacher may ask his learners to write their compositions at home as a homework to manage the time and the lesson will be spend

for the peers' corrections. The teacher will also have the time to check students' respond on each other's papers and see how the process is going.

#### **4.6 Limitation of the Study**

Although the hypotheses and the research question have been successfully answered. That is to say that the use of peer review is beneficial for the EFL students to enhance their writing. However, the study had some limitations, which have obstacle the study to fulfil the needs of the research and to involve the dissertation with the necessary information.

The first challenge was time. The researcher had a problem to manage time. This is due to the many studies he was dealing with along the year. If the study has a long time that is mainly devoted to gather data, the research might witness other tools like experiments or placements test to involve students more in the use of peer correction. This would give other dimension to the study and the results taken.

The second limitation was the lack of references. We have not found the necessary information concerning the theme under study at the library of the university. We have tried to involve more books and check on previous projects that may give us an aid in writing the dissertation. However, many teachers who belong to the department of English at the University of Mostaganem have provide some good references to rely on.

The last limitation concerns the sample of the teachers. We have really want to interview the teachers who taught written expression for the second year LMD students. This would give the researcher more valid data. However, we believe that the answers have been given by the teachers have really supplied the dissertation with the necessary information.

### **4.7 Further Studies**

This research aims and suggests that using the peer review is a good strategy to improve students' writings and involve them in the writing process along with the feedbacks and the assessments provided for their compositions. We have used a students' questionnaire and a teachers' interview to support the research with the concrete data. Therefore we have concluded that the use of peer review is an important factor to enhance students writing. However, there is still in a need to conduct more studies toward the application of peer review in the EFL classroom. The more studies that investigates this field, the more we can shape an understanding of students' reaction towards the use of peer feedback.

The studies will be raised may focus more in the students' views and opinions on their colleagues' correction. We recommend that future researchers may use an experiment through which they investigate student's reactions to their peers' reviews. It may consisted of 05 lessons through which students will be asked to write compositions, comments on each other' written production. The researcher will have to observe all the characteristics and what happened during that process.

The researcher may conduct an interview or a questionnaire after the experiment has done. Through these two instruments, he will explore how students reacted to this process. The students would be more conscious about how peer review actually works, and then we assume that the results will me more efficient. Therefore, an experiment may include new data, which we may not gathered from the questionnaire and the interview we have conducted.

### **4.8 Conclusion**

The fourth chapter have been concerned with discussing the results of the teachers' interview along with the students' questionnaire. We have concluded that using peer review

will empower students' writing abilities and motivate them to enhance their writings. This chapter has also supply readers and teachers with some of the recommendations and suggestions we think that the teacher has to implement to get an ideal peer correction where it becomes more valuable for students. We have drawn also the limitations and the obstacles we have faced in investigating this research from the first day until the day of submitting. For the researchers and those who can built their projects on this dissertation. Therefore, we have covered some hints and recommendation for further studies that may help researchers in developing their ideas.

## 5 General Conclusion

This research was conducted to know to gain an overview about the feedbacks provided for students in the EFL classroom. We have suggested that the implementation of the peer correction will motivate students and improve their writing skill as well. In this research, we have tried to dig for a better application for the peer review where students can get more chance to learn more things.

Throughout the instruments used in gathering the necessary data for this research, teachers have acknowledged of the importance of peer review as a tool to provide evaluation and assessment. The results have shown that the peer correction may create good environment for learners to take into consideration the feedbacks provided for them and learn from each other's mistakes. Nevertheless, the results have also revealed that peer review may face challenges in the EFL classroom and mainly in the written expression course. However, the research have provided some concrete suggestions that may help to empower the credibility of the peer feedback process. The investigation have shown the students' willingness to work with this method. It means that our students are motivated for this process, then, the returns from using the peer review may be positive and convincing.

This research have fulfilled the hypotheses of the research, we have answered the research question through which we can say that the use of classmates correction is beneficial for our students. The peer review then will not be just a motivational factor to lead students to become more interested in writing, but also to afford for the learners with a situation though which they can learn from each other's mistakes. However, the research have faced many limitations, we ask the future studies to involve more populations and materials in their investigations, which is related to confirm the objectivity behind using the peer review process.

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## 7 Appendices

### Appendix one: Students' questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire. This Questionnaire is designed to know whether your teacher uses the peer review technique in your writing classes, and whether you have dealt with this technique within your friend or classmate. Besides, it is an investigation to see whether you like your teacher's evaluation for your writing, and if you like a colleague to read and comment on your writing.

Please, tick the appropriate answer and justify it whenever it is possible.

I extremely appreciate your collaboration. Thank you.

1. Which skill do you like to master most (put 1,2,3,4 in front of each one)?

- a. Listening. ;
- b. Speaking. ;
- c. Reading. ;
- d. Writing. ;

2. Your ability to write is:

- a. Good. ;
- b. Average. ;
- c. low. ;

3. In class, do you like writing?

- a. Individually. ;
- b. In pairs. ;
- c. In small groups. ;

section two

4. When your teacher corrects your mistakes, does s/he correct?

- A. All errors. ;
- b. Most errors. ;
- c. Some errors. ;
- d. Only errors that might interfere with communicating ideas. ;
- e. No errors and comment only on ideas you express. ;

5. Does your teacher of WE allow time to:

- a. Correct yourself. ;
- b. Your classmates to correct you. ;
- c. Use both ways. ;

6. Do you read your teacher's corrections?

- a. Yes. ;
- b. No. ;

7. If 'Yes', do you:

- a. Read them carefully. ;
- b. Look at some of them. ;
- c. Pay attention to teachers' comments on the ideas expressed. ;

8. If you made an error in your writing, what helps you to understand what you did wrong?

- a. Having another student explain the problem. ;
- b. Having your teacher explain the problem. ;
- c. Use your grammar handbook (or other book). ;

Please justify your answer, and explain why.

.....

9. Does your teacher give your pieces of writings to your classmates to be evaluated by them?

- a. Yes ;
- b. No ;

10. What do you think in your classmates' evaluation?

- a. useful;
- b. good but not clear.;
- c. sufficient.;
- d. hurtful ;

Others, please specify and justify.....

.....

11. Do you exchange your writing between you and your classmates or friends?

- Yes ;
- No ;

12. If yes, are you more concentrate in your writing in order not to make errors and to make it looks better?

- Yes ;
- No ;

Please, justify.....

13. Can you make any suggestion about the peer review process as a way to evaluate and assess students' writings?

## **Appendix Two:**

### **Teachers' interview**

**Question One:**How would you rate your students?

**Question Two:**do you think the feedback you provide on your student's pieces of writing is taking into consideration?

**Question Three:**do you think that peer review may help to make students more interested in writing?

**Question Four:**can you admit that peer review will be much helpful if it is more controlled and planned by the teacher?

**Question Five:**according to you, what are the challenges peer review process may face in its application with written expression classroom?

**Question Six:** do you have any suggestion or comment you like to add about peer feedback?