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**Peer Feedback as a Tool to Enhance EFL Learners' Writing
Skills:**

**A Case of First-Year EFL Learners at the University of Amar Telidji –
Laghouat**

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Requirements for the Degree of Master in Didactics of English**

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Dedication

I am most grateful to Allah for lighting my path towards success. I lovingly dedicate this humble work to my special family.

To my father Ahmed, the dearest person to my heart who always stood by me and supported me when making my decisions about anything. His sacrifices and encouragement have brought me to this moment. To my lovely mother Keltoum Bouchenak, the strong soul who taught me how to be patient and rely on Allah to guide me. The person who grew me up to be who I am today. I will be forever grateful for them.

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Abstract

The present research attempts to investigate the effectiveness of peer feedback in developing EFL writing skills of 1st year EFL and translation students in the English and translation department at the University of Amar Telidji in Laghouat. Moreover, the study aims to determine whether the repeated engagement in giving and receiving peer feedback impacts the development of the writing skills. This study also seeks to highlight the main challenges EFL learners may face when providing and receiving peer feedback and the strategies that can be implemented to improve the effectiveness of peer feedback in EFL writing classes. Therefore, in order to reach the aim of this study, descriptive analytical method and quantitative approach were adopted to collect and analyze accurate data. A questionnaire has been administered to 80 first-year EFL and translation students at the department of English and translation, University of Laghouat. The findings of the questionnaire confirmed the hypothesis that the repeated engagement in peer feedback improves the writing accuracy and develops the critical thinking of learners through collaborative learning. Furthermore, some challenges EFL learners may face when providing and receiving peer feedback such as preferring teacher's feedback and the lack of experience. In addition, the results also revealed that peer feedback can be implemented by teaching the learners how to provide insightful feedback and receive feedback with receptiveness. Accordingly, the results of this study are important for English language learning, especially for English as foreign language learners; it highlights the importance of implementing peer feedback in EFL classes to increase learners' writing skills.

Keywords: Writing Skills, Peer Feedback, EFL.

List of Abbreviation

- **CPWCF:** Collaborative Peer Written Corrective Feedback
- **EFL:** English as Foreign Language
- **S:** Statement
- **SFL:** Systematic Functional Linguistic
- **ZPD:** Zone of Proximal Development

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General Introduction

Background

Writing skills are one of the most important skills that English as a foreign language (EFL) learners need to develop. Mastering them helps the learners to be successful in their academic studies and professional life. Suastra and Menggo (2020) claimed that Writing skills require EFL learners to utilize their linguistic competence to generate and support the main idea, where they must possess satisfactory talents in choosing the appropriate style, choosing the topic as well, using correct punctuation, linking sentences well, and finding appropriate references for their work. Moreover, another study conducted by Gasmi (2023) stated that since writing is a demanding task, especially for foreign language learners, they are struggling with these skills. Any support developed to improve foreign language learners' writing productivity is linked to collaborative learning.

When it comes to collaborative learning, peer feedback is one of the best tools that can enhance EFL learners' writing skills. Kitchakarn (2013) defined peer feedback as a writing activity where students work collaboratively in groups with each other on assignments and provide feedback on their peers' writing. This affects both the provider and the receiver positively; peer feedback can take place in the form of an oral or written form. Wu and Schunn (2021) noted that involving students in peer feedback can be useful to enhance their ability to review their documents and contribute significantly to improving their writing skills.

Statement of the Problem

Many EFL students struggle to develop their writing skills, which is one of the most important skills they find difficulties when improving it. This may be due to the fact that they face challenges such as grammar, spelling, and organizing their thoughts. This is why, students need

to look for effective techniques that suit them to help them develop their writing performance; as peer feedback. This study explores how peer feedback can greatly help in developing EFL students' writing skills.

The Aim of the Study

Accordingly, the main aim of this study is to examine more closely the impact of peer feedback on EFL learners' writing skills by examining its role in positively influencing the improvement of their written expression and organization of ideas, and even how it promotes critical thinking among peers and spreading the culture of accepting criticism among them with open-mindedness.

The Objective of the Study

The objective of this study is to investigate the role of peer feedback in enhancing EFL learners' writing skills. The research explores the difficulties that EFL learners may find when providing and receiving feedback, highlighting effective strategies that teachers can adopt to mitigate these challenges. Thus, the researcher attempts to highlight the idea that peer feedback is one of the best tools that can enhance EFL learners' writing skills. This will not only affect students' writing skills but will also make it easier for teachers to improve students' levels.

Research Questions

In order to achieve the aim of the study, this research is formulated by a substantial question:

- To what extent can peer feedback develop EFL learners' writing skills?

In order to deal with this research question, the study has thrown up three-sub questions in need of further investigation:

- How does repeated engagement in giving and receiving peer feedback impact the development of the writing skills?
- What are the main challenges EFL learners may face when providing and receiving peer feedback?
- What strategies may be implemented in order to improve the effectiveness of peer feedback in EFL writing classes?

Research Hypothesis

This dissertation suggests the following hypotheses in an attempt to give answers relating to the nature of the study as it attempts to highlight that:

- ❖ The repeated engagement in peer feedback depends on ongoing training. However, it may contribute to improve writing accuracy and develop the critical thinking of the learners through collaborative learning.
- ❖ The challenges may change depending on the class settings, but in general, the most significant challenges that can pose a serious obstacle revolve around preferring teachers feedback, students' difficulty in accepting critical ideas from their classmate, and the lack of experience.
- ❖ Peer feedback can be implemented by teaching the learners how to provide insightful feedback and receive feedback with receptiveness.

Significance of the study

This study seeks to determine the impact of peer feedback on the accuracy and quality of students' writing. The significance of the current study lies in the contributions it may provide to previous research. Moreover, the results of this study will reveal the problems of students' poor writing proficiency in higher education and how to apply peer feedback as a technique to help them improve their writing. In addition, this study will also draw teachers' attention to the effectiveness of incorporating peer feedback into their writing classes. On the other hand, it will provide an opportunity for students to get the most out of their education.

Literature Review

One of the major trends is the understanding of how much and how well peer feedback really contributes to the development of writing skills. Thus, many studies have been conducted to determine their compatibility and limitations. It has been suggested by Khazrouni (2019) that writing skills are one of the most important skills that contribute a large part to the success of language learners academically and they need it for their skills development. EFL learners are asked to write their assignments, academic articles, reports on some works, this highlights the crucial role of peer feedback in benefiting learners. Moreover, Lerchenfeldt et al (2023) in their research stated that peer feedback is a highly effective learning tool that effectively contributes to the development of self-directed learning and critical thinking skills for EFL learners. When giving and receiving feedback, learners are able to expand their cognitive horizons, which enhances their ability to innovate and think. Furthermore, the exchange of feedback allows for the development of communication skills among learners, motivating them to improve their writing performance academically.

Accordingly, Farrah (2012) in his research argues that giving and receiving feedback from peers contributes greatly to enhancing learners' writing skills because it allows them to express their personal opinions without any hesitation and share their constructive comments freely, which has a positive impact on their academic performance. Moreover, it enables them to boost their self-confidence, enhance their critical thinking and increase their motivation. Another study conducted by Zeqiri (2011) shows that if the goal is to achieve an effective result in enhancing the writing skills of language learners, peer feedback must be highlighted and applied in daily lessons. It also argued that the reliance shouldn't be solely on traditional methods of feedback. However, changing the traditional system and applying new approaches to teaching and developing students' writing is something that should be considered and not underestimated.

In this paper, instead of talking generally about the definition of peer feedback and its positive impact on writing skills. We will try to put lenses on the barriers that we will face when implementing peer feedback in the classroom and what are the most appropriate solutions to minimize them. Moreover, the present work adopts different instruments with different context.

Research Methods

Any research needs a suitable method to be followed as well as the right way of collecting the data. For this reason, the approach adopted in this study is descriptive analytical based on the analysis of the primary data. This method will facilitate the research's process of describing and analyzing the outcomes of the findings from the participants and delve deeper into the topic. The data were gathered from a questionnaire to identify the impact of peer feedback on EFL learners' writing skills. The questionnaire will be designed to investigate both first year EFL and

translation students' attitudes towards peer feedback as a tool to enhance EFL learners' writing skills.

Students who are targeted in this study are 80 1st year EFL and also translation students; in English and translation department at Ammar Telidji University in Laghouat. The gathered data from the questionnaire will be analyzed and interpreted using quantitative approach because it helps in collecting and analyzing digital data from a large number of participants, which allows of determining general opinions about peer feedback.

Research Structure

This research paper is divided into two chapters. The first chapter is theoretical and it is divided into three sections. The first section focuses on the understanding of writing skills; providing a detailed definition of the term including the importance and approaches of teaching writing. Then, it moves to the challenges that face the students when he writes. The second one is about understanding peer feedback, it introduces in the beginning feedback in general and its types. After that, it deals with the sources of feedback; mentioning peer feedback. After, it produces a deep definition of peer feedback and advantages and disadvantages of it. The last section which titled "The Relationship between Peer Feedback and Writing Skills" focuses on highlighting the role of peer feedback in improving writing skills. It explains the theoretical foundations that supports peer feedback. Then it moves to the challenges that can arise when trying to apply peer feedback in writing classes and the best ways to apply it in order to overcome these challenges.

Chapter One: Writing Skills and Peer Feedback in EFL

Introduction

this chapter aims to present the theoretical background that was used to underpin this study. The chapter is divided into three main sections: 1) writing skills; 2) peer feedback; 3) the relationship between writing skills and peer feedback. The first section covers the definition and importance of writing. Sheds light on the approaches of teaching writing and the challenges facing students while writing. The second section highlights definition, types and sources of feedback as an introduction to understand peer feedback. Then, it covers the definition, advantages and disadvantages of peer feedback. Finally, the last section focuses on theories that support peer feedback; discussing the role of peer feedback in enhancing EFL learners' writing skills following that with challenges in implementing peer feedback in writing classes and strategies for perfect implementation.

1.1 Writing Skills

1.1.1 Definition of Writing

Writing is not based on one task in our daily lives, but rather on many different tasks. Therefore, there are many linguists who provide different definitions of writing according to each one of their points of view and personal specialization (Bouamine, 2018).

Writing is one of the most effective ways to communicate with others and express personal opinions. Great writing requires specific criteria such as clarity, coherence, and simplicity (Dyan, 2010). It plays an important role in communication between people, as it greatly helps individuals express their personal opinions. It requires specific criteria such as clarity, coherence, and simplicity.

Ghosh et al (2021) defined writing skills as the ability of a person to express their personal thoughts, feelings, etc., whether this occurs on paper or digitally. The definition of writing does not stop at just randomly collecting words, but rather it is the mastery of arranging words in a complete sequence so that can result a clear and precise concept, which enables the person to express himself to the others.

Another definition was provided by Halmasena et al. (n.d), who defined writing as the ability to speak with others, whether on a computer screen or on paper. It's not just about generating random thoughts and writing them down, but rather discovering ideas, organizing them carefully, and reframing them. It's a continuous process, as we plan, write, and change the sentence if we completely change the idea.

Based on the definitions discussed above, it can be concluded that writing skills are a person's ability to express their personal thoughts and feelings, whether in writing, digitally, or otherwise. Ideas must be organized and documented to result in academic progress. Writing skills specific criteria, such as clarity of expression, coherence of ideas, and simplicity of language.

1.1.2 The Significance of Teaching Writing in EFL Classes

Writing is more than just a channel of communication between people. Rather, it is more important than that, as it is considered one of the most important tools that ensure learning and success in academic subjects. Compared to listening, reading, and speaking, writing is known as the most complex and difficult language skill. Moreover, it is the hardest and the last thing that a student can learn and use (Atik, 2023). Therefore, writing is the most important skill that a learner can become proficient in and develop, as it helps him succeed academically.

Harmer (1998) states that the importance of teaching writing to EFL students lies in its reinforcement and development of language and learning style, as well as its being a skill in its own right. He explained each of these skills separately. Harmer cited the following reasons:

1.1.2.1 Reinforcement

It is often helpful to write multiple sentences using a new language shortly after studying it. This greatly aids in acquiring the language smoothly. Visually viewing texts helps us understand how they are connected, and most of us find great benefit in viewing written texts (Harmer, 1998).

1.1.2.2 Language Development

Harmer stated that this cannot be confirmed, but the writing process itself has a clear impact on ongoing language learning. Moreover, the mental activity we engage in when writing precise and clear texts plays a significant role in the ongoing learning experience (Ibid).

1.1.2.3 Learning Style

Some students are adept at learning a language simply by looking or listening at a very rapid pace. However, there are other students who consider the time spent thinking and producing as a reflective, calming activity that is relaxing for the soul (Ibid).

1.1.2.4 Writing as a Skill

Finally, Harmer mentioned in his book that the most important thing about writing is that it is a basic linguistic skill. Students need to learn how to write letters and written reports and how to write using electronic devices, etc. They need to learn the special rules of writing, such as punctuation marks and paragraph construction, just as they need to know how to pronounce

spoken English correctly. Here comes our role, as part of our mission is for students to acquire this skill (Harmer, 1998).

1.1.3 Approaches of Teaching Writing in EFL Classes

Many researchers have proposed various approaches to develop writing skills in EFL classrooms. These approaches include the product, the process, and the genre approaches (Ben Aissa, 2018).

1.1.3.1 The Product Approach

“This method is one of the more popular as well as conventional methods followed by EFL teachers.” (Kumar, 2020, p. 84). In this approach students will receive a model text, then they are expected to write a new piece of writing (Kamrul & Akhand, 2010). The product approach emphasizes on giving students a model text to follow. After imitate the sample of text students are expected to produce a new piece of writing. “Broadly speaking, a product-oriented approach, as the title Indicates, is concerned with the final result of the writing process.” (Nemouchi, 2014, p. 38).

1.1.3.2 The Process Approach

In the mid-1970s, the teaching of writing was shifted from focusing on the written. The process approach is defined as focusing on developing good writing. It consists of a variety of repetitive procedures, allowing writers to move freely in all directions to reach the final text, and it includes the steps of: Prewriting or planning, writing multiple drafts, revising, editing for grammatical accuracy and publishing the final text (Bouamine, 2018).

1.1.3.2.1 Planning

This is the first stage where the writer produces new Ideas and collects different information about the topic. Then he writes whatever Ideas come to their mind. The focus here is on quantity not quality. This step is so productive because it allows writing as many ideas as possible in short time (Chaouch, 2014).

1.1.3.2.2 Drafting

It is a set of strategies specifically designed to develop an organized written text. The first step in drafting is for the writer to identify the main idea to be expressed. Then, he moves on to the general outline, which organizes the content of the text to ensure precise meaning. Finally, the focus is on placing the title and introduction, and integrating paragraphs within the text (Dyan, 2010).

1.1.3.2.3 Revising

This step focuses on formal feedback. The writer reviews the text and makes any necessary changes to the resulting writing. At this stage, students check for errors in formal writing, as well as how sentences are related and paragraphs are divided, and then ensure that their meanings are accurately conveyed to the reader (Bouamine, 2018).

1.1.3.2.4 Editing

Before this stage, the focus was solely on content. However, at this stage, the writer focuses all their attention on grammatical and linguistic errors, then reviews them step by step with the aim of correcting them. However, at this stage, writers have enough time to amend their writing by correcting the set of errors that were found (Baira & Amimour, 2022).

1.1.3.2.5 Publishing the Final Text

This is the final step in the writing process, where the writer produces the final version after making any necessary edits to the original draft. After the required editing changes are made, the final version may look completely different from the first draft, but now the written text is ready to be sent to the target audience (Harmer, 2004).

1.1.3.3 Genre Approach

“The theory of genre-based approach is developed by Martin which is relate to the theory of SFL (Systematic Functional Linguistic) that is developed by Halliday.” (Yusuf, 2023, p. 6). This approach focuses primarily on the content of the text and then the context in which it is produced. In this approach, language is viewed as functional, used to achieve specific social and cultural functions, and therefore cannot be understood outside of its context. Thus, learners should not separate language from these contexts (Nemouchi, 2014). This approach has several benefits, including that it helps learners produce texts that target audience interests. This approach also aims to integrate a specific literary approach and its communicative goal. EFL student must develop their writing skills that address societal norms that consider language as a means of communication with the environment (Saihi, 2015).

These approaches differ from one to another. The application of one of them depends on what we want from our learners. Sometimes the goal is helping them to focus on the writing product, and sometimes it is to encourage them only to write creatively (Chaouch, 2012).

1.1.4 Challenges of Writing

A shared concern regarding the difficulty of the writing skills can be found in the works of Halmasena et al. (n.d) and Prodanovic (2017), both of whom highlighted that writing as a productive skill, is considered one of the most challenging skills, especially for EFL learners. One of the important requirement students need to advance academically is proficiency in writing. Writers must have a wide variety of organized ideas and information in mind so that they can express them in a variety of essays and sentences. Therefore, teachers have always focused on improving learners' writing skills.

Five components are stated by Ben Aissa (2018), that are spelling, grammar, vocabulary, punctuation, and handwriting. Combining all these elements set up a series of challenges for the learner to learn and master writing, as he deals with all the elements of what was said at the same time.

1.1.4.1 Spelling

Spelling is the process of forming words from letters and focusing on doing so correctly. Whether we focus on American or British English, in both cases, when students are unable to form organized and understandable words, they produce weak and incomprehensible texts. Furthermore, confusion between spellings in English languages affects the accuracy of their writing (Ben Aissa, 2018). Letters must be arranged correctly to avoid grammatical errors. In addition, correct spelling greatly helps in mastering writing and developing it significantly.

1.1.4.2 Grammar

Grammar is one of the most important components of any language system. In order to communicate accurately and correctly with others, students must master grammar, including writing. A close examination of all grammar books reveals that, despite its importance to teachers in EFL classroom, students' writing often falls short of the expected accuracy. This can be demonstrated by examining students' written assignments, tests, and other materials (Atik, 2023). Therefore, grammar is crucial for achieving good writing results, as it significantly impacts students' writing performance. The more students recognize and correct their grammatical errors, the more accurate their written expression becomes.

1.1.4.3 Vocabulary

It can also be defined as word choice; it is another element of effective writing. Furthermore, choosing the right words is one of the best ways for a writer's ideas to be communicated to readers. This helps readers fully understand the content of what is written in front of them (Kafi, 2018). Thus, choosing the right words and placing them in appropriate sentences helps significantly in avoiding misunderstandings between the writer and the reader.

1.1.4.4 Punctuation

According to many researchers, punctuation plays an important role in teaching the writing skills. Bouregba (2016) states that punctuation plays a crucial role in the clarity of texts, so it must be used correctly to avoid misunderstandings. Using it incorrectly can deteriorate students' writing, and over time, it will negatively impact their writing skills. Therefore, punctuation is considered the foundation of correct writing, allowing students to learn various aspects of the language, such as cohesion, coherence, and sentence structure.

1.1.4.5 Handwriting

According to Harmer (2001, as cited in Ben Aissa, 2018), teachers should emphasize handwriting. Despite the current reliance on computer keyboards and other tools, handwriting remains crucial in written assignments, especially homework and exams. Hence, the importance of good handwriting should be emphasized, and students should be encouraged to focus on improving their handwriting, as poor handwriting negatively impacts both the reader and the examiner.

1.2 Understanding Peer Feedback

1.2.1 The Definition of Feedback

Feedback is any comments or suggestions a writer receives that highlight errors in their writing in order to correct them. This is done to help them improve their writing skills. In other words, the feedback process consists of the producer, the feedback itself, and the recipient. The producer provides feedback to the recipient, influencing them and motivating them to modify previous work and correct errors (Bouamine, 2018).

"Feedback can be regarded as a means of providing information and as a reinforcer for revision" (Baghzou, 2015, p. 61). It is an interesting technique as it allows learners to understand their performance during task. Learners can receive constructive criticism and useful guidance regarding their acquired knowledge and thus adjust their skill building to suit what is required of them (Guidoum, 2019).

From the above definitions, we can say that feedback is any comments or suggestions that the reader provides to the writer by highlighting the mistakes he has made with the aim of improving

his knowledge and modifying his writing to what is better than that. This noticeably helps in improving the learners' writing skills and learning from their mistakes.

1.2.2 Types of Feedback

1.2.2.1 Positive Feedback

Positive feedback is clear evidence that a student has provided a correct answer. Students often find this feedback satisfactory. Moreover, they will consider it as a form of motivation that makes them feel supported when they receive it. This is what makes it a focus of attention and a preferred form of feedback (Radjah, 2017). It "raises students' awareness of their abilities and motivates them to shape and develop their skills; consequently, it enhances students' motivation and learning." (Merabti, 2021, p. 38).

1.2.2.2 Negative Feedback

Also called "corrective feedback," it is a strategy teacher use to express dissatisfaction with a student's performance and dissatisfaction with the effort provided. Negative feedback is often referred to as a form of punishment because teachers provide information that identifies a student's mistakes, and it can be embarrassing to receive this feedback in front of their peers. Furthermore, most students view it as a threat to their own progress (Chiker & Nouari, 2018). Negative feedback is evidence that the student's answer is wrong. Most of the time, students do not like to receive it because they consider it a kind of frustration (Radjah, 2017).

1.2.2.3 Formative Feedback

Formative feedback is a set of information and observations that a student receives to modify their thinking, improve their approach, and make them aware of their mistakes so they can

correct them. Furthermore, formative feedback provides learners with numerous opportunities for future improvement. This process gives students the opportunity to engage in a dialogue in order to discuss their explanation. This interaction is often known as communication, which is also a type of response to writing provided by the student orally or face-to-face (Remadna, 2017).

Hence, formative feedback is an ongoing task where the student receives feedback to help them identify and correct their mistakes, leading them to gradually develop their skills. This process allows the student to discuss their work, which develops their ability to communicate with others.

1.2.2.4 Summative Feedback

Unlike formative feedback, which is often referred to as feedback for learning due to its role in supporting and guiding the educational process, summative feedback is also known as "learning feedback." This type of feedback measures the knowledge and skills learners have acquired at the end of a specific learning phase, such as the end of a unit of study, a project, or a semester. It aims to provide a final judgment about a student's level of achievement and is typically used for grading and classification purposes, making it an important tool for determining the extent to which desired educational objectives have been achieved (Ibid).

1.2.3 Sources of Feedback

1.2.3.1 Teachers Feedback

It is when students receive information and comments from the teacher about their writing drafts. This information is more useful and valuable if the student receives it in the preliminary

and intermediate stages rather than receiving it only in the final stage (Riyani, 2009). Most of the time, the source of feedback is the teacher. When the teacher provides feedback, students can realize their mistakes and correct them. teacher's feedback helps identify the mechanical problem and correct it, or it may be praised for the student's good performance. After this process, students can re-examine their mistakes and correct them immediately after the teacher's correction (Husnaini, 2020).

1.2.3.2 Peer Feedback

It is an activity in which students exchange various comments on each other's work. Peer feedback allows the student to be the focus of the writing instruction process. It allows the students to evaluate each other's drafts of writing. Peer feedback is considered as an alternative method to teacher's feedback. Instead of receiving feedback from the teacher as usual, the responsibility is shifted to the students, making them an integral part of the writing instruction. This type of feedback improves students' writing skills if used appropriately (Guidoum, 2019).

1.2.4 The Definition of Peer Feedback

Peer feedback is known by many names, such as peer response, peer editing, peer evaluation, and peer reviewing. It is a collaborative two-way exercise in which the student provides and receives constructive feedback during the writing process. When this feedback is taken into consideration, the student acquires constructive skills and accurately identifies his mistakes. After this, he will try to improve his writing to become better. When doing this process, the student learns how to provide and receive feedback in a professional way. Furthermore, let us highlight that peer feedback can be used to complement the teacher's feedback, as it helps students communicate more effectively in writing (Maulana, 2023).

It is a significant assignment where students exchange a set of comments, whether written or oral, with the aim of highlighting the unintentional mistakes made by them (Chen, 2024). Yunita (2019) also stated that peer feedback is very important to use the language itself in a purposeful and important interaction.

From the definitions that have been collected, we can define peer feedback as a task in which the student provides his comments on his colleague's writing and also receives comments from him. This process helps in identifying the mistakes that students make, whether they are detailed or general, and from this they learn from their mistakes and develop their writing skills.

1.2.5 Advantages and Disadvantages of Peer Feedback:

1.2.5.1 Advantages

Peer feedback is an important and effective means of developing students' skills. In his work, Guidoum (2019) presented a set of advantages including:

First, this strategy plays a major role in allowing students to learn within an active, collaborative environment where they exchange opinions and observations. This helps them develop social communication skills and learn through comparison and analysis. When students work in groups, they feel a sense of belonging and collective responsibility, which encourages them to make serious efforts to develop their skills (Ibid).

Secondly, peer feedback develops self-assessment and critical thinking skills. When students review and critique their friends' work, this helps them develop a critical awareness that allows them to later review and evaluate their own work in a constructive way. This work helps

strengthen their critical skills in the future and makes it easier for them to identify their various mistakes and correct them expertly (Ibid).

Thirdly, the idea of “writing for a real audience” is an idea that motivates students to improve their writing. When a student knows that there is someone who will read and evaluate his work, he is keen to organize his work and focus on avoiding mistakes. This helps him develop his writing skills and improve the level of his performance and work (Guidoum, 2019).

From the above, we conclude that peer feedback has several advantages that contribute to develop students’ skills, whether social communication skills or their writing skills, through learning within a cooperative group. It also develops self-evaluation and critical thinking among them by reviewing each other’s work. Students will also try to improve their work when they realize that they are writing for a real audience.

1.2.5.2 Disadvantages

Despite all the advantages of peer feedback, realizing its disadvantages and trying to avoid them leads to the strengthening of this process.

In her 2003 book, Hyland identified a number of limitations associated with peer feedback, including:

First, most of the time, when providing feedback, students focus on formal aspects only (systematic and grammatical errors), as it becomes generally corrected as they avoid deep issues such as organization, content and basic ideas, this weakens the effectiveness of feedback in developing skills (Hyland, 2003).

Second, some students exaggerate the criticism, as they focus their entire attention on the negatives of work and extract the largest number of mistakes, without giving importance to providing constructive notes that are useful in building the confidence of the recipient. Even the recipient has a role in the negatives, sometimes even if the students receive good and useful comments, but some of them do not apply them when they reformulate their work (Hyland, 2003).

Thirdly, when the peer notes are combined, the teacher finds some difficulties in controlling all groups at the same time during their oral response. This discourages the students' commitment, which means that the teacher will suffer when he performs both roles as a trainer and supervisor (Rollinson, 2005).

Despite these negatives, as soon as the peer response process begins, the writer's view of the value of his work is likely to change if he receives constructive criticism. Or he realizes that the notes he receives make him become more critical of his writings. However, to achieve this, the class has to be set up properly (Ibid).

1.3 The Relationship between Peer Feedback and Writing Skills

“Writing is believed to be the hardest skill for EFL learners to master; that is why teachers began to think about their approaches to teaching writing” (Gasmi, 2023, p. 105).

Peer feedback has been considered by many auditors as one of the best methods in teaching various subjects including writing skills. Many studies have proven that peer feedback contributes constructively to the development of students' writing skills and also helps them improve the quality of their writing through the exchange of constructive opinions and comments. Therefore, peer feedback is considered as an essential key in enhancing the writer's

ability to master writing skills effectively (Alnasser, 2013; Tajabadi & al, 2023; Guidoum, 2019; Lundstrom & Baker, 2009; Zeqiri, 2011). "Peer feedback has been extensively recognized in the literature as being advantageous to writers as well as receivers"(Chen, 2024, p. 71).

1.3.1 The Role of Peer Feedback in Improving Writing Skills

Peer feedback is one of the techniques that writing classes make use of. Many researchers have examined its effects on learners and their writing, and most of them recommend it for learning (Alnasser, 2013).

Many studies have shown that peer feedback training is an important factor that allows for enhancing the level of proficiency and constructing feedback. It has a positive and noticeable impact on students' writing skills. It plays a prominent role in the writing teaching process by providing students with the opportunity to review and evaluate each other's writing as a complementary activity to teacher's feedback. Peer feedback can be applied by interacting well with their peers and allowing them to express their opinions within a variety of skills, the most important of which is the writing skills; it develops significantly during the application of peer feedback and teaches them what collaborative learning is and also enables them to correct their mistakes, whether in organization, grammatical, structure, or punctuation (Guidoum, 2019).

Peer feedback plays an important role as a useful tool in a process-oriented approach to teaching writing, and it also greatly helps learners understand their own level of learning. Peer feedback is a good way for learners to read and provide feedback to improve their peers' writing, all before submitting the final versions of their work to the teacher (Yaghoubi & Ghanei, 2015). If learners want to enhance their writing skills and understand their own level of learning, the

biggest help in this case is the feedback provided by their peers. When exchanging feedback with peers, both parts will benefit in enhancing their writing skills.

By asking students to exchange feedback, they will learn more and achieve a deeper understanding than before. Peer feedback can also help increase the quality of their conversation and thus the quality of learning the target language. In addition, receiving feedback from others has a powerful impact on language learning. Giving and receiving feedback not only helps in evaluating the work of others but also in one's own work (Bourtima, 2016).

Students can actively and collaboratively develop their writing as they respond to each other works. It has been widely argued that peer feedback plays an important role in both improving the quality of writers' manuscripts and developing readers' understanding of the writing. It also explores individual needs. Furthermore, peer feedback can occur at all stages of the writing process, encouraging students to review each other's work and thereby identify strengths and weaknesses and plan for overcoming any future mistakes (Remadna, 2017).

1.3.2 Theoretical Foundations Supporting Peer Feedback in Writing

The use of peer feedback in EFL writing has received a considerable attention in educational literature; supported by various pedagogical and linguistic theories. This research highlights 3 central theories that help to understand how can peer feedback be reason in the development of the EFL learners' writing skills.

1.3.2.1 Vygotsky's Zone of Proximal Development

The Sociocultural theory proposed by Vygotsky (1978); assumes that cognitive development occurs as a result of social interaction. According to this theory, learning is not only an individual

process, but rather a social activity where individuals interact with others to construct knowledge, particularly more experienced and capable peers. One of the key concepts of this theory is the zone of proximal development (ZPD), which is the distance between what a learner can achieve independently and what they can achieve with help from others. This theory provides a strong foundation for how peer feedback can positively contribute to the development of EFL learners' writing skills. Lui and Hansen (2002) consider this theory a theoretical position that supports the use of peer feedback based on the principle of Vygotsky (1978) that links cognitive development to social interaction, allowing for the development of skills through the guidance of more experienced individuals.

1.3.2.2 Collaborative Learning Theory

There is a broad definition of collaborative learning; it is considered a process in which two or more people learn something or try to learn it with each other, and it is a situation in which students interact in a cooperative manner (Dillenbourg, 2014). Collaborative writing provides a satisfying environment for peers to exchange opinions about writing. During the writing process, learners not only receive feedback, but also provide it. This is an important part of the process (Stortch, 2013). Students feel motivated when exchanging collaborative peer written corrective feedback (CPWCF) and benefit greatly from it as it helps enhance their writing and other skills (Phe, 2023).

1.3.2.3 Process Writing Theory

According to Lui and Hansen (2002), peer feedback supports the writing process with a focus on formulation and revision, allowing students to receive feedback from various sources (teacher, peer, student) on various pieces of writing. Moreover, Peer feedback helps students

develop a shared understanding of academic writing and publishing; it is seen as a means of improving their academic writing skills and boosting their self-confidence (Cahausac de Caux & Pretorius, 2024). Both findings were further supported by Wei and Liu (2024) who found in their study that incorporating peer feedback into the writing process has many benefits. These benefits include cognitive enhancements, behavioural improvements, enhanced self-confidence, increased motivation, as well as social benefits such as a sense of belonging.

To summarize, Vygotsky's sociocultural theory considers learning a social process that occurs as a result of interaction with others, especially those with more experience. The theory of collaborative learning also emphasizes that group work and interaction with others enhance mutual understanding. In the same context, the process writing theory considers the writing process a dynamic stage that includes revision and editing. Thus, these theories meet at one point, which is supporting the concept of peer feedback as an effective means of developing critical thinking and enhancing writing skills, as well as encouraging self and social learning.

1.3.3 Challenges in Implementing Peer Feedback for Writing Development

Although peer feedback has been supported by many researchers as an effective method in EFL Teaching, not applying it properly causes a range of challenges.

1.3.3.1 Lack of Confidence in Giving Feedback

According to the study carried out by Muamaroh and Ulya (2021), their findings shown that the students do not have enough courage to provide constructive support to their colleagues. Because they are hesitant about whether their comment is correct or not. Will their friends accept it with open arms, or will there be misunderstanding between friends and because of this feeling they were unable to provide notes to their friends.

1.3.3.2 Students' Distrust Towards Their Peers' Feedback

Students are not satisfied when their friends give them criticism on their writing. In one way or another, they believe that their colleagues are not giving their best in correcting. Moreover, the feedback from peers is not very accurate and may not be correct. This makes the student wonder whether his writing is really incorrect (Muamaroh & Ulya, 2021).

1.3.3.3 Students' Lack of Confidence in Their Own Work

Peer feedback discourages students because after receiving so many comments on their work, their self-confidence is affected and they feel that their essays are not good enough due to all these comments. This causes them to fear writing more essays in English because they have adopted the idea that they make many mistakes in their writing (Muamaroh & Ulya, 2021).

1.3.3.4 Preferring Teachers' Feedback

Some students may not “believe that peer review is as beneficial as teacher feedback” (Bouamine, 2018, p. 57). They “prefer the teacher gives feedback than peer-feedback” (Maulana, 2023, p. 26). Which means that they prefer that the teacher provides feedback instead of the student’s comments, as they feel that their friends do not have the experience and knowledge sufficient to understand the writing topic clearly and deeply, which affects their comments and makes them inaccurate, especially in specialized tasks.

1.3.3.5 Time-Consuming

If the peer feedback process is not explained, it will take a long time due to its difficulty and complexity. There are also many stages that this process goes through that the student must take into consideration so that it does not take more time than necessary (Guidoum, 2019).

Understanding these challenges is very important to design effective plans to ensure that students benefit from peer feedback. These challenges highlight the importance of careful planning, teachers support, and providing an appropriate environment to overcome these obstacles and enhance the effectiveness of peer feedback in developing students' writing skills.

1.3.4 Strategies for Effective Peer Feedback in EFL Writing

To ensure that students understand the importance of peer feedback, teachers should explain the rationale behind this educational process and the benefits it brings. Furthermore, the positives of this practice should be discussed and a healthy environment should be created in which students feel mutual trust. Most importantly, students should realize that this practice does not mean replacing the teacher's feedback or ignoring his role. On the contrary, the goal here is to provide the student with feedback from his peers on his written work and then allow him to revise his work based on the comments he received. Finally, there will be a moment in the writing process when the teacher comments on the reviewed work. Additionally, students should be taught the language needed to express criticism respectfully and respond to it in a more respectful manner. This prevents students from making comments that may sometimes be harsh or impolite, which can negatively impact their social interactions (Riyani, 2009).

Furthermore, within the peer feedback technique, students do written work at home or write it in class and then exchange those pieces among themselves. Here begins the process of evaluating and criticizing the works and making various comments. A good idea to implement here is for the teacher to give them a set of questions to work through as they read the written work. This can be done by giving them step-by-step instructions that they follow. These instructions focus on specific criteria such as paragraphs, word associations, punctuation, etc. Then the students

talk with their peers through reviews and comments and ask for help from the teacher when needed for clarification or arbitration (Baghzou, 2015).

Moreover, when taking a detailed look at Ferris (2003) as cited in Yunita (2019) proposed procedures for implementing peer feedback in the writing section, the researcher organized and summarized the most important steps into 6 main categories:

1_The teacher explains to the students that collaborative work and sharing their writing will be part of the course.

2_He explains and prepares them for peer feedback.

3_The teacher assigns writing groups of 3 to 4 people, taking into account variables such as level, personality, and writing ability.

4_Students read their classmates' papers and provide written comments. The teacher provides them with models that contain questions.

5_Students start discussing face to face, and the teacher monitors these discussions to intervene when necessary.

6_The teacher establishes a system in which the student is held accountable for participation to ensure seriousness in the work.

To sum up, the application of feedback lies in preparing the student psychologically and skilfully as well, forming organized groups, providing students with models to use, and the teacher monitoring the activity to ensure seriousness and focus in this practice. Peer feedback helps the learner to become independent, and it is good that the teacher is not always the only audience for the written work.

Conclusion

Throughout what we have seen in this chapter, we conclude that peer feedback has a significant impact in enhancing EFL learners' writing skills. Furthermore, this chapter was divided into three sections. The first one presented the writing skills, the second one focused on understanding peer feedback and the last one combined the two variables. The chapter dealt with different views of many scholars, most of them shared the idea that despite the fact that peer feedback has negatives and challenges in implementing it if its implementation strategies are not well known, we cannot neglect its importance as it provided a great improvement to EFL learners' writing skills and make them aware of errors they have made.

Chapter Two: Methodology, Data Collection and Analysis

Introduction

After having presented some theoretical issues related to peer feedback and its impact on EFL learners writing skills. This chapter will present the steps and methods were used throughout our work. In other words, the present study endeavors to answer the three main research questions in Chapter one and seeks to examine the validity of the hypothesis that have been introduced in order to solve the research problem. In this work we aimed to gather the sufficient information from 1st year EFL students in department of English Language at Laghouat University in order to determine the learner's perceptions and opinions in terms of the role of peer feedback in the enhancement of EFL learners' writing skills.

In the present work the method is used is the descriptive one. The researcher used a questionnaire to gather data from the participants. This chapter will focus on research design, population and sampling, data collection instruments and procedures, data analysis, research approaches and the limitations of the study.

2.1 Research Design

A descriptive-analytical method was adopted to analyze the data collected from the questionnaire. This method is most appropriate for studying the data collected from the questionnaire. The descriptive part helped present the participants' responses smoothly. It also highlighted the different trends that emerged from the data. Meanwhile, the analytical part contributed to a deeper interpretation of the results, revealed relationships, and identified all possible implications. This method was the best to rely on because the researcher did not find another method that achieved this balance between superficial description and in-depth analysis of the data collected from the participants.

In addition, the research adopted a quantitative approach to investigate learners' perceptions regarding the effects of peer feedback on EFL learners' writing skills. This approach is considered appropriate for the nature of the study because it clearly contributes to describing and analyzing students' opinions through the data collected. It is also the best option in helping the researcher convert the collected data into numbers and percentages. This facilitates the process of measurement, comparison, and extraction of accurate results. The quantitative approach is an effective tool that helps in providing generalizable results and thus supports the validity of the proposed hypotheses.

2.2 Population and Sampling

The study's population of interest is 1st year students of English department at Amar Telidji University of Laghouat. We chose 1st year students because they are in a transitional phase from high school to university, they will likely encounter difficulties with their English writing skills. This makes them an excellent group for studying the impact of Peer feedback. They are also often enthusiastic about new learning strategies, such as peer feedback and collaborative work, which helps obtain realistic survey results. In this research, the population of interest was a mixed sex and age; the sample is 80 of EFL students at the English department-university of Laghouat in the academic year 2024/2025. The population was randomly selected.

2.3 Data Collection Tool

2.3.1 Description of the Questionnaire

The questionnaire is meticulously designed to evaluate how can peer feedback enhance EFL learners' writing skills. This questionnaire aims to collect comprehensive insights from 80

students regarding their writing skills and how peer feedback affects them. This questionnaire was organized in several sections, each section targets a specific aspect of the study.

- **Introduction:** This section explains the purpose of the questionnaire and how it aims to study the impact of peer feedback on EFL students' writing skills. It emphasizes that responses will remain anonymous.
- **Section A: General Information (Q1)**

The first section served as an introductory phase to the up-coming questions; it seeks to have information about students' level in English.

- **Section B: Writing Skills Difficulties (Q2 to Q4)**

This section, a sum of 3 questions, aims to investigate the obstacles facing students while writing. Thus, (Q2) is about students' anxiety during the writing process, (Q3) is related to the previous question; if they answered "yes" they have to clarify why by ticking another choice(s). (Q4) is about knowing students' opinions about the most difficult components of Writing.

- **Section C: Students' Perceptions on Peer Feedback and its Impact (Q5 to Q6)**

This section looks at students' perceptions of the usefulness of peer feedback for developing learners' writing skills. (Q5) focuses on exploring whether students have had prior experience with peer feedback. (Q6) is related to the question; if they say “yes”, they are asked to specify the module in which peer feedback was applied. If it is “no”, they are asked in (Q7) whether they have any understanding of what peer feedback is. (Q8 and Q9) seek to know how often do students experience peer feedback in writing classes. (Q10) focuses on measuring students' attitudes towards peer feedback.

- **Section D: Challenges and Strategies (Q11 to Q13)**

This is the last section of the questionnaire; it highlights the most challenges that can face the students when they give or receive feedback from their peers; shedding the light on the effective strategies that can be implemented in order to make peer feedback more helpful. **(Q11 and Q12)** both of them aim to explore the obstacles that students can face when they participate in peer feedback tasks.

2.3.2 Types of Questions

This questionnaire included various questions with the aim of obtaining in-depth information to reach satisfactory results.

❖ **Closed-Ended questions:** It is a type of questions in which all answers are already given.

The participant simply selects one of the options and does not need to write his or her opinion. It effectively facilitates the data collection process. Some examples include:

- **Likert scale questions** (e.g., "To what extent do you agree with the following statements?")
- **Frequency questions** (e.g., "How often do you receive feedback from your classmates on your writing?")
- **Binary and ordinal scale questions** (e.g., "Have you ever experienced peer feedback?")

❖ **Open-ended questions:** These are questions that do not have predetermined answers. This means that participants can freely express their opinions and help the researcher understand their experiences and opinions more deeply and clearly, some examples include: "If no, do you have any idea about it?"

2.3.3 Objectives of the Questionnaire

The questionnaire aims at studying the role of peer feedback in enhancing EFL learners' writing skills. The purpose of the questionnaire was explained with more details as:

- **Explore learners' Experience with peer feedback:** investigate students' attitudes towards peer feedback during writing tasks and the extent of their participation in those activities.
- **Evaluate skills of English writing development:** Measure the extent to which peer feedback contributes to developing the writing as a foreign language student and its impact on various aspects of writing, such as grammar, organization of ideas, etc.
- **Identify challenges:** Data regarding the obstacles that students face while participating in peer feedback activities in writing lessons, which may hinder effectiveness.
- **Provide insights for better implementation of peer feedback:** Collect different opinions from students about things that contribute to integrating feedback from peers in more effective writing classes.

2.4 Data Collection Instruments and Procedures

2.4.1 Instruments

In the presented study, the researcher designed a paper-based questionnaire targeting 1st year EFL students. The questionnaire aimed to determine their writing level and their impressions of the impact of peer feedback on developing their writing skills. The questionnaire was chosen as a data collection tool because of its advantages in shortening the collection time and ease of use. The questions were prepared in straightforward language, with an emphasis on including both closed and open questions, with the aim of collecting quantitative data.

2.4.2 Procedures

To achieve the objectives of this study and reach satisfactory results, the researcher designed a questionnaire targeting the 1st year EFL students of Amar Telidji located in Laghouat. This questionnaire was distributed during the month of April 2025, where the participants were randomly selected from different genders and ages and given a paper questionnaire. After completing the distribution process and collecting the questionnaires, the researcher emptied the data and analyzed it using the Excel 2019 program, which helped her organize all the data and convert it into tables and percentages that can be analyzed, studied and even compared.

2.5 Data Analysis

2.5.1 Analysis and Interpretation of the Students' Questionnaire

Section A: *General Information*

Q1. How do you describe your level in English?

<i>Good</i>	<i>Average</i>	<i>Weak</i>
19%	75%	6%

Table 2.1 Students' Level in English

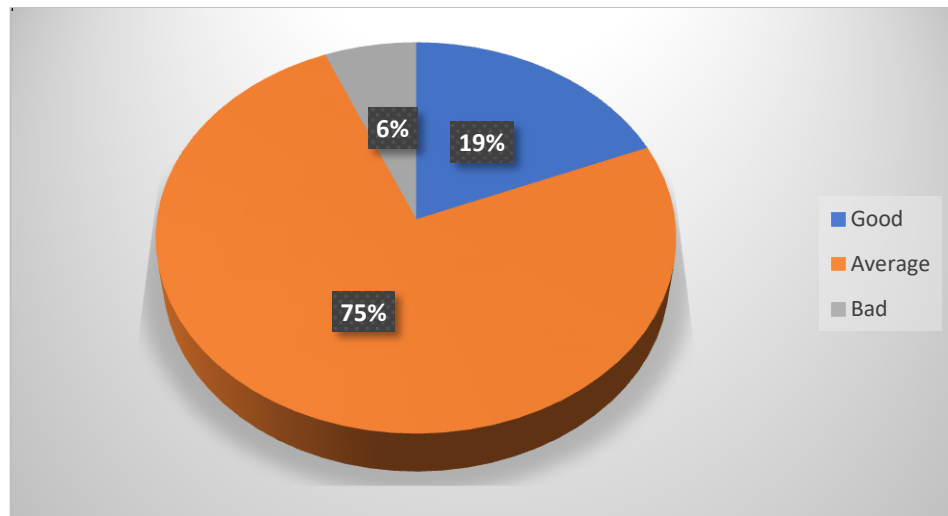


Figure 2.1 Students Level in English

The results in (figure 2.1) show that only 19% of the students are good in English; which means that they do not have any problems in learning it and find it so easy to learn. However, the majority of the participants (75%) judge their level in English as average, which means that they face problems sometimes. This may highlight a need for further support or instructions that help them improve. (6%) of them describe their level as bad. The results reveal that the majority of the students their level in English is acceptable but need more support, they did not describe themselves as either strong or weak, but rather “in the middle”. This reflects a lack of self-confidence, as students often underestimate their abilities in the absence of systematic feedback. Therefore, teachers should realize that students “average” level may hide both hidden difficulties and untapped potential, and that structured feedback practices help them move beyond this level.

Section B: Writing Skills Difficulties

Q2: Do you feel anxious when you write?

Yes	No
44%	56%

Table 2.2 Students' Perceptions of Writing Anxiety

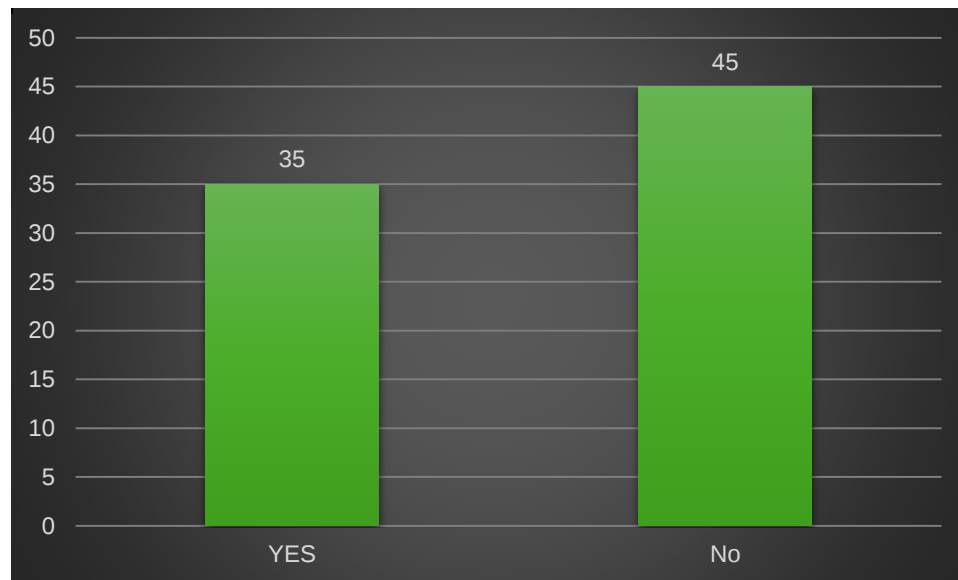


Figure 2.2 Students' Perceptions of Writing Anxiety

The figure (2.2) shows that 45 students do not feel anxious when they write while 35 students feel anxious to write which means that practice writing may be difficult to some students. The findings show that the large number of students who are not anxious during the writing process is really encouraging, as it indicates that there are many students who have the ability to write with confidence. However, since there is a significant group still suffering from anxiety, it shows that writing practices are still a challenge for them and that they need a supportive classroom environment that helps them gradually reduce their fear. The next question highlights the reasons why the students feel hesitant while writing.

Q3: If “Yes”, is it because of:

Limited vocabulary	25%
Making grammatical mistakes	29%
Difficulty organizing thoughts	29%
Others	17%

Table 2.3 Reasons for Writing Anxiety among Students

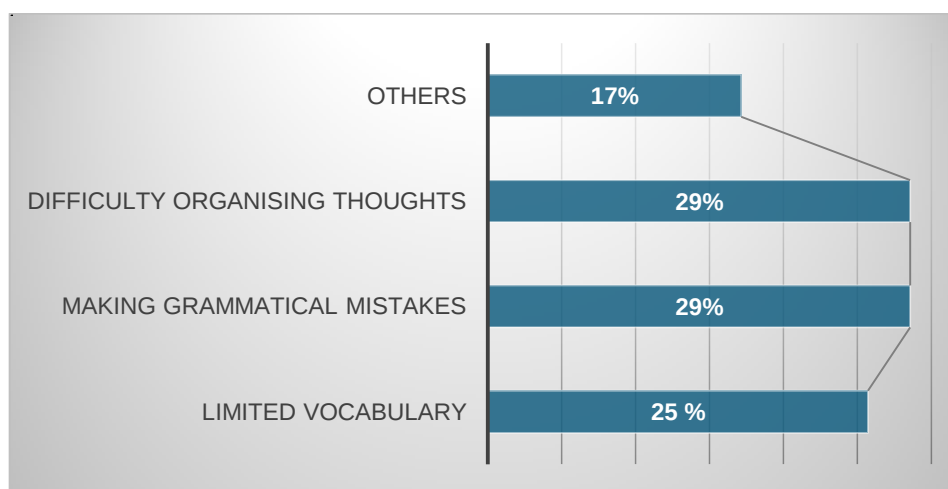


Figure 2.3 Reasons for Anxiety among Students

As it mentioned in figure (2.3), (25%) of those who answered “yes” feel anxious to write because they have a limited vocabulary. The same number of students (29%) opt equally for the fear of making grammatical mistakes and because they find it so hard to organize their thoughts. Moreover, (17%) say that they have other reasons of their anxiety such as being afraid of making spelling mistakes and also because of the fear of making mistakes that lead them to receive negative feedback. These results display that there are many students feel anxious when they are given written works or are asked to write essays and more, this anxiety is caused by the fact that they find it difficult to organize their ideas and make grammatical mistakes. While there are

those who are concerned that they are afraid of their limited vocabulary so they find difficulties when writing, but the rest is concerned that they are either afraid of making spelling mistakes or general mistakes that cause them to receive negative feedback. In addition, most students associate their writing performance with accuracy, and any deviation is viewed as a failure. Teachers should take these factors seriously and try as much as possible to reduce them by creating a learning environment in which errors are treated as a natural part of the learning process.

Q4: Which of the following aspects do you often find difficulties in your writing tasks? (You can choose more than one answer).

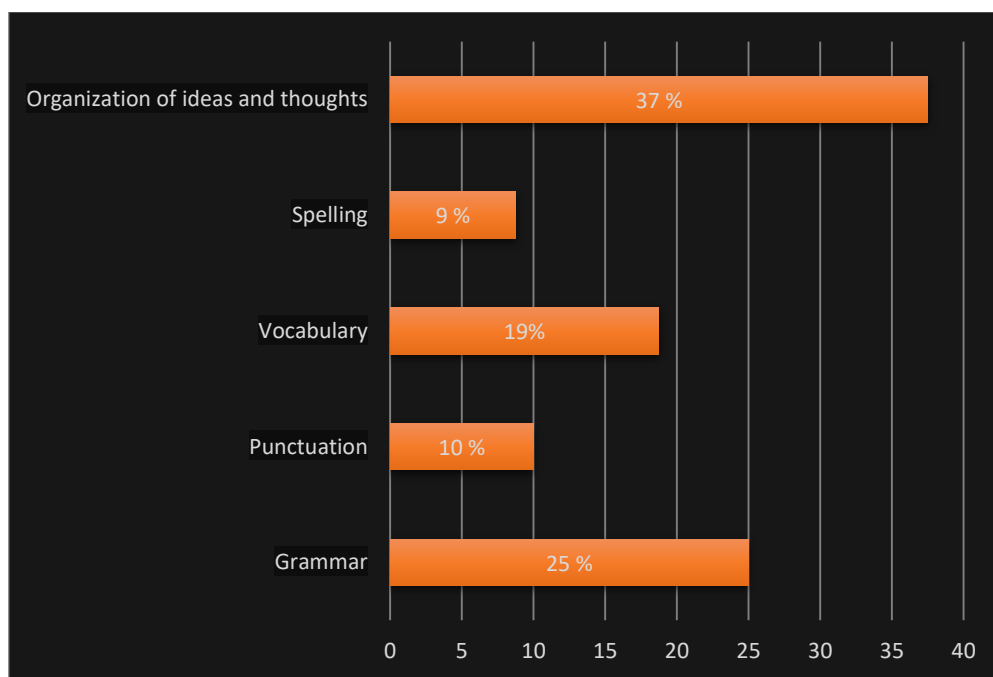


Figure 2.4 Students' Difficulties in Writing Tasks

options	Number	Percentage
Grammar	20	25%
Punctuation	8	10%
Vocabulary	15	19%
Spelling	7	9%
Organization of ideas and thoughts	30	37%

Table 2.4 Students' Difficulties in Writing Tasks

Figure (2.4) indicates that the majority of the students (37%) answered that they suffer when they start writing and in organizing their ideas, (25%) of them reported that they find difficulties in grammar. Whereas, (19%) of students have issues in vocabulary and (10%) face difficulties in punctuation. The last percentage (9%) which show the ones who choose “spelling” as the least aspect to find it difficult. These results affirmed that students can face difficulties in all the aspects especially in organizing their thoughts and also in grammar. This means that students suffer to varying degrees in all the aspects and not in only one, which requires comprehensive pedagogical support instead of focusing on a single aspect.

Section C: Students' Perceptions on Peer Feedback and its Impact

Q5: Have you ever experienced peer feedback?

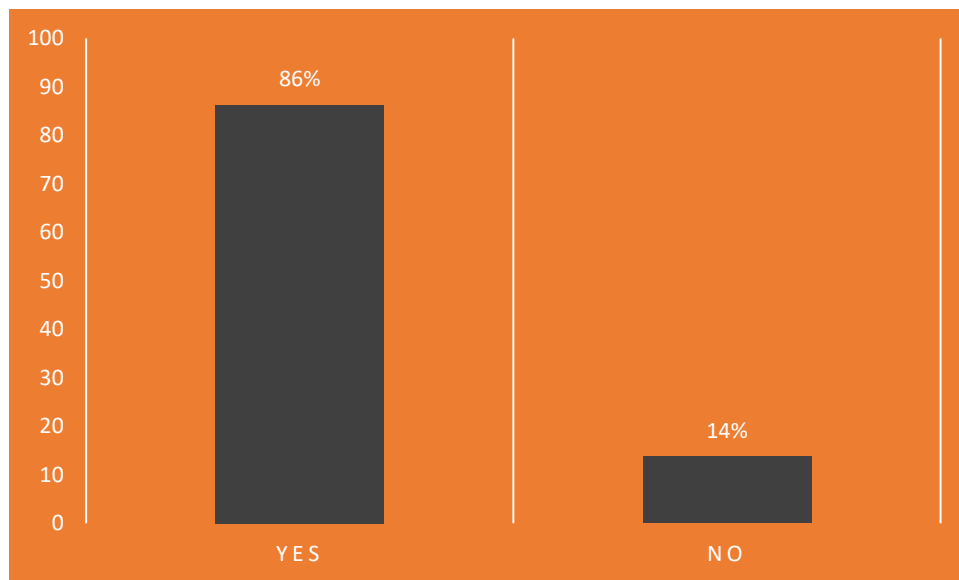


Figure 2.5 Experience of Peer Feedback among Students

Options	Yes	No
Percentage	86%	14%

Table 2.5 Experience of Peer Feedback among Students

According to (table 2.5) and (Figure 2.5) a high percentage of students (86%) proclaimed that they have experienced peer feedback before. Whereas, only (14%) answered that they have never experienced peer feedback. These results imply that there are many students who have engage in this technique and already have previous experience with this practice, which may facilitate their integration into classroom activities related to peer feedback. However, the presence of a small percentage who do not have previous experience means that they may need more guidance and support.

Q6: If yes, which module?

This question is related to the previous question which aims to have information from which module did the (86%) students have experienced peer feedback. Those who answered by “yes”

are divided into two groups. The first group are first year EFL students who respond that they have engage in peer feedback works before in Written Expression and Grammar. On the other hand, the other group (Translation) answered that they have experience in peer feedback from learning it in English in High school. This means that peer feedback is known to many students.

Q7: If “no”, do you have any idea about it?

This question is also related to the (Q5) targeting the (14%) students who answered by “no” seeking to know if they have any idea about peer feedback or not. They respond by they do have an idea about it; describing it as exchanging comments with peers about their works. And others expressed it as a teamwork, in which criticism is submitted and received with each other.

Q8: How often do you receive feedback from your classmates?

	Always	Often	Sometimes	Never
Number	0	20	49	11
Percentage	0%	25%	61%	14%

Table 2.6 Students' Responses to Receiving Peer Feedback

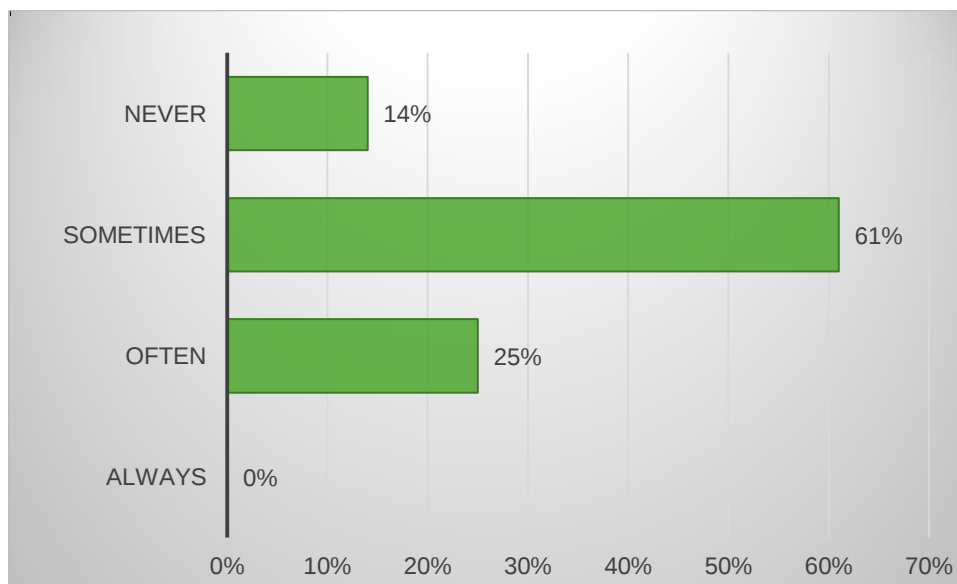


Figure 2.6 Students' Responses to Receiving Peer Feedback

The results in (table 2.6) revealed that none of the students (0%) chose “always”, this suggests that peer feedback is not a systematic, integrated practice but a sporadic one. The findings indicate that 20 (25%) participants answered on the question by “often”. A considerable number of students 49 (61%) maintained that they sometimes receive feedback from their peers. However, fewer number of respondents 11 (14%) chose “never”, which indicates that they never engage in peer feedback. The results affirmed that the students receive feedback from their peers in an average manner, and this means that the idea of peer feedback is widespread among the students. Moreover, the absence of continuity shows that the students are not used to this practice, and a systematic intervention is required for them to truly benefit.

Q9: How often do you give feedback to your classmates?

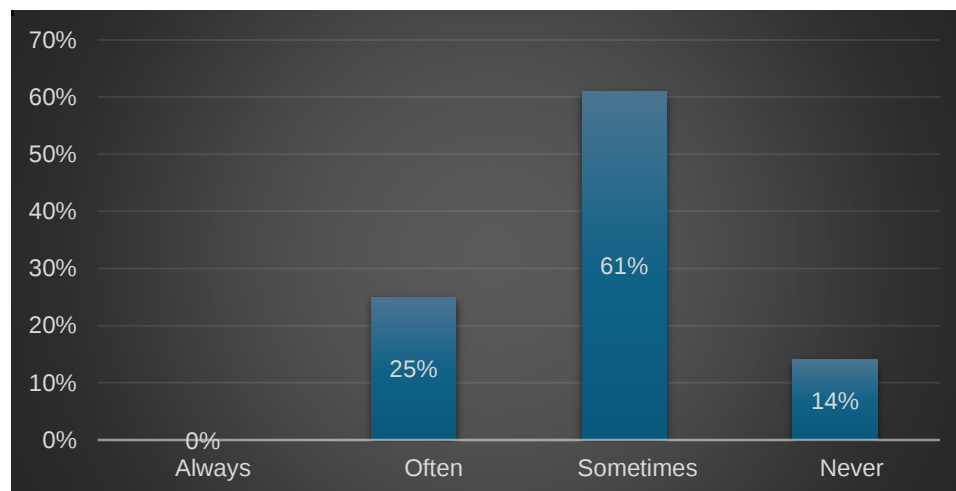


Figure 2.7 Students' Responses to Providing Feedback

	Always	Often	Sometimes	Never
Numbers	0	20	49	11
Percentages	0%	25%	61%	14%

Table 2.7 Students' Responses to Providing Feedback

In this question, none of the students 0(0%) answered by “always”, and 20(25%) of them chose “often”. A big number of the participants 49(61%) answered by they sometimes provide feedback to their colleagues. Whereas, only 11(14%) of the respondents opt for “never” which clarifies that they did not participate in peer feedback practices before. The results in this question affirmed the same idea with the previous question, since the students provide feedback to their peers at an average rate, this shows that the idea of peer feedback is widespread in the academic environment, but it is not widely used, so applying it regularly in classes is important because it will greatly benefit students.

Q10: To what extent do you agree with the following statements?

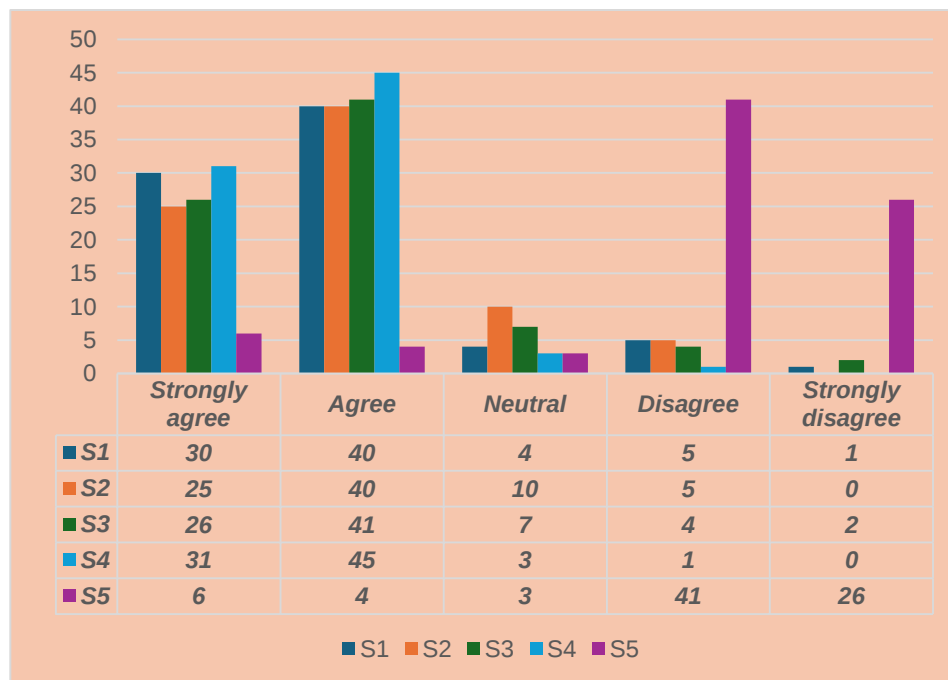


Figure 2.8 Perceptions of Peer Feedback's Impact on Writing Skills

This question aims to study the students' opinions about the impact of peer feedback, as the researcher gave them a set of Likert-scale statements in order to reach accurate results about their acceptance of the topic. The first statement was about working with peers and enjoying the writing, 30 students opted 'strongly agree' option and the half of the participants (40) chose

‘agree’ option. However, 4 students were neutral, 5 disagreed, and 1 strongly disagreed. (S2) introduced students’ perceptions about the usefulness of peer feedback in knowing their levels. 25 students reported that they strongly agreed with this idea, whereas 40 respondents agreed, 10 were neutral, 5 disagreed, and none of them refused. (S3) focused on the importance of exchanging comments in developing the quality of writing. 26 participants strongly agreed that exchanging comments between peers is helpful to improve their writing, half of them (41) agreed with this statement. 7 were neutral, 4 disagreed, and only 2 strongly disagreed. (S4) highlighted how can peer feedback create an active environment for students to enjoy. The statement was admired by the majority of the respondents (76), where 31 students opt "strongly agree" option and 45 chose "agree". Moreover, only 3 were neutral, 1 disagreed, and no one claimed that he strongly disagreed. Furthermore, (S5) revealed the students' feeling of anxiety when sharing their writing with peers. Surprisingly, there were only 6 students who strongly agreed, and 4 agreed with this statement. However, 3 opt " neutral " option, 41 disagreed, and 26 strongly disagreed that sharing writing with peers causes anxiety to students.

After analyzing the data from the above figure, the results indicated that the majority of the students don’t feel anxious when sharing their writing with their classmates, on contrary; working with peers is so enjoyable for them. Peer feedback makes them learn in an active environment, helps the students in knowing their level, and improve their writing skills. This means that peer feedback has a positive effect on students’ writing skills. However, the presence of small percentages that express a lack of conviction and acceptance mean that some of them need more motivation and clear guidance to effectively integrate into the different peer feedback practices.

Section D: Challenges and Strategies

Q11: What is the biggest challenge you could face when giving feedback to your classmates?

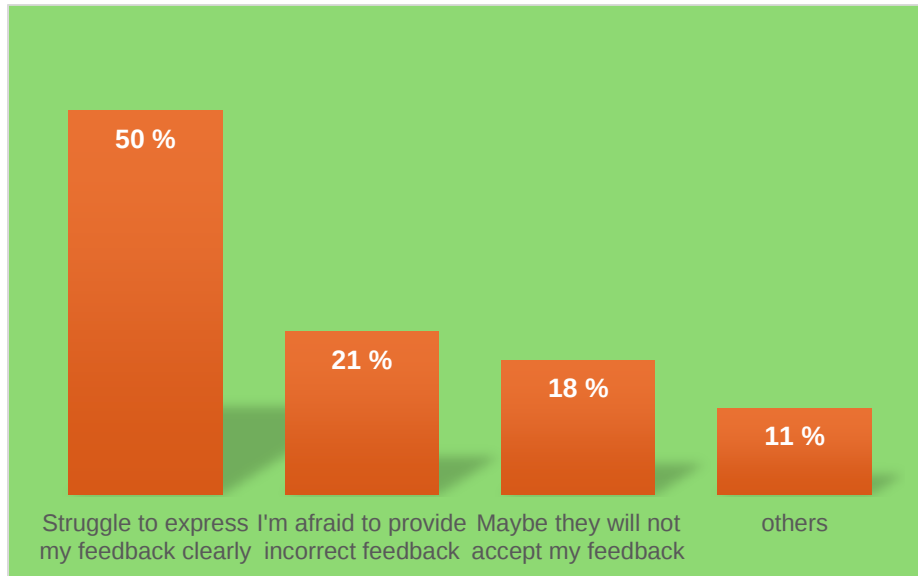


Figure 2.9 Obstacles in Providing Feedback to Classmates

Options	Number	Percentage
Struggle to express my feedback clearly	40	50%
I'm afraid to provide incorrect feedback	17	21%
Maybe they will not accept my feedback	14	18%
Others	9	11%

Table 2.8 Obstacles in Providing Feedback to Classmates

This questionnaire was related to the challenges of providing feedback to peers. The findings demonstrated that half of the students (50%) affirmed that they find it difficult to express clear feedback, and (21%) believe that their fear of giving feedback is a major obstacle to them when exchanging feedback. In addition, (18%) of the students think that may be their peers will not

accept their feedback, while (11%) have other answers for this question. They claimed that they are afraid of hurting their classmates' feelings if their feedback is negative, and others answered that they have a problem with grammar and that may affect their writing negatively; making their feedback incomprehensible. The results of this question indicate that students need training to provide constructive feedback and accept it naturally. Moreover, these findings reveal that despite the students' awareness of peer feedback, still lack basic skills, which requires teachers to intervene to structure roles and promote positive interaction.

Q12: What is the biggest challenge you could face when receiving feedback from your classmates?

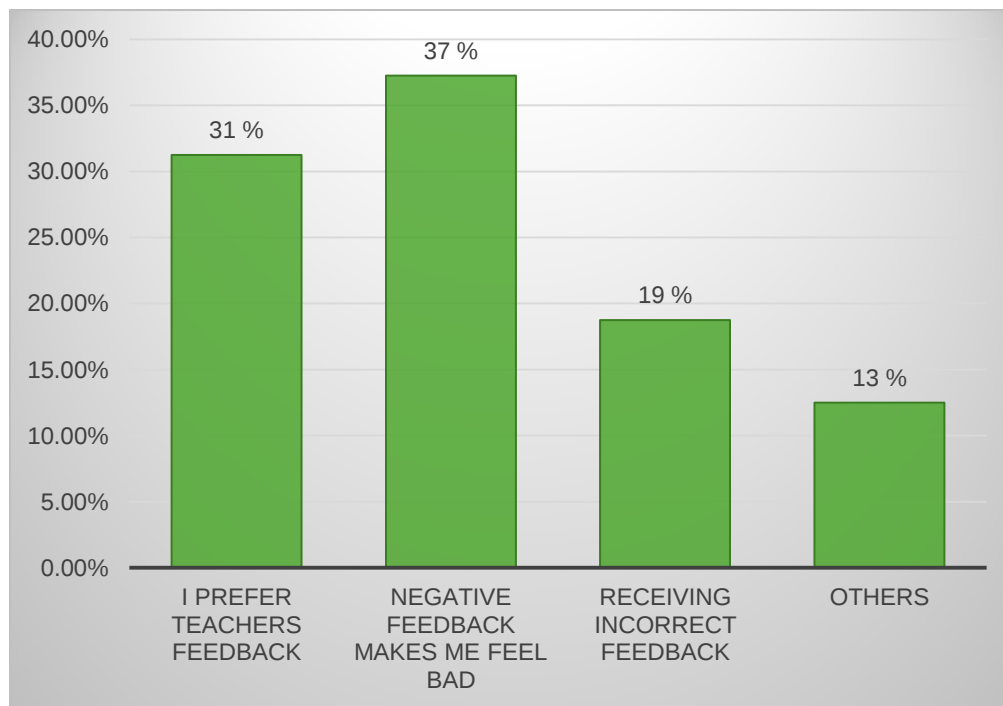


Figure 2.10 Difficulties Encountered While Receiving Feedback

	Numbers	percentages
I prefer teachers' feedback	25	31%
Negative feedback makes me feel bad	30	37%
Receiving incorrect feedback	15	19%
Others	10	13%

Table 2.9 Difficulties Encountered While Receiving Feedback

As can be seen in (figure 2.10), the results revealed that (31%) of the respondents claimed that they prefer teachers' feedback, believing that it is more realistic and serious than their peers. About (37%) of the participants reported that receiving negative comments on their work makes them feel bad and this decreases their motivation. In addition, (19%) of the students stated that receiving incorrect feedback is the biggest challenge for them to accept feedback from their colleagues, as they declared that their peers do not have sufficient experience in feedback. However, (13%) affirmed that the lack of confidence makes them face difficulties when receiving feedback and the comments of their peers may be too vague. The results show that students need to enhance their communication skills and acceptance of criticism to ensure the maximum benefit. Moreover, they must be regularly trained on how to give and receive feedback. Without training, peer feedback may fail to achieve its goals and may instead lead to frustration.

Q13: What can make peer feedback more helpful for you?

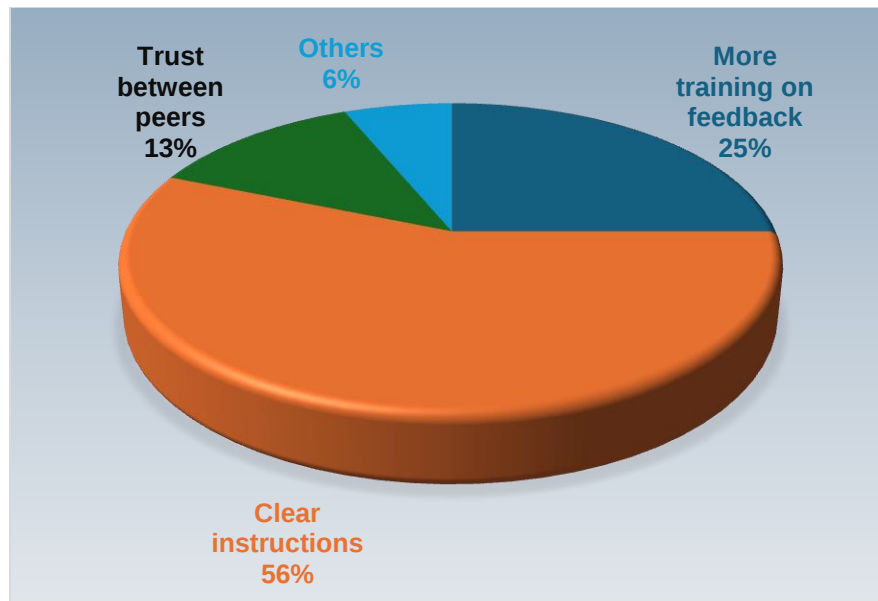


Figure 2.11 Students' Views on Improving Peer Feedback

	Numbers	Percentages
More training on feedback	20	25%
Clear instructions	45	56%
Trust between peers	10	13%
Others	5	6%

Table 2.10 Students' Views on Improving Peer Feedback

Statistics of (table 2.10) indicated that there are varied solutions that can make peer feedback more helpful for the students. (figure 2.11) showed that more than half of the sample (56%) claimed that clear instructions can make peer feedback useful for them. Moreover, (25%) of the participants claimed that they need more training on feedback because they believe that with the continuous practicing, they will gain experience, whereas (13%) confirmed that exchanging feedback between peers needs to have mutual trust between them, so that the feedback is explicit and none-biased, which makes it beneficial to them. Furthermore, only (6%) of the students

provided more solutions to this issue. For making peer feedback more helpful for them, they need rubrics or checklist so they can be more professional in their feedback. While others answered that they need time to discuss their feedback, because it will make peer feedback more meaningful. Furthermore, these responses demonstrate that learners are not only aware of the challenges they face, but also capable of critical thinking and proposing constructive solutions. This demonstrates their willingness to participate more effectively if provided with supportive pedagogical conditions.

2.6 Discussion of the Results

The analysis of students' questionnaire revealed interesting information. In the first section of the questionnaire, we asked students a general information to know their level in English. As it can be seen from the results, the majority of EFL learners their level in English is acceptable but need more support. The findings show that they are aware of their level, and describing their level directly with average rather than good or weak reflects a lack of self-confidence, as it shows that they may have hidden difficulties or untapped potential, which highlights the need of structured feedback practices to help them move beyond this level.

The analysis of the second section shows important results related to the students' writing skills difficulty. These findings indicated that mastering writing skills is not that easy; the evidence is that all of the participants find difficulties in the five aspects: grammar, vocabulary, punctuation, spelling, and organization of ideas and paragraphs. Teachers should focus on these factors and try to reduce them by creating a supportive learning environment that can help the students learn from their mistakes without fear. Furthermore, most of students feel anxious when they write due to different reasons; some of them claimed that making grammatical mistakes can

decrease their motivation in writing, whereas there are other reasons that cause the anxiety such as limited vocabulary and find difficulties in organizing their ideas. These results confirm that teachers need to adopt constructive techniques that increase students' motivation to participate in writing tasks, and this will help them to develop their writing skills.

Additionally, after the data gathered and analyzed from the third section -Students' Perceptions on Peer Feedback and Its Impact-, the findings indicate that a high percentage of the students (86%) have already participated in peer feedback exercises (Q8, Q9), either in English in high school or in written expression at the university. And this means that they have preliminary ideas on what peer feedback is and a previous experience to integrate in its practices. Moreover, most of the students have been exposed to this type of activity, which highlights that students are not strangers to peer feedback, this can be considered as an incentive for their prior willingness to engage in such activities; as it aims to develop certain skills such as writing and speaking skills.

Moreover, some students claimed that they were afraid of sharing their writing with peers. However, many students confirmed that peer feedback has a great role in enhancing their writing. They affirmed that exchanging feedback helps them to understand their level, learn in an active environment, and improve their writing, this indicates that despite the little use of peer feedback in the classes, the respondents showed great admiration for this technique. As their answers were positive about the positive effect of peer feedback on their skills. This also indicates that they accept the idea of using peer feedback as an educational tool, which support the idea of the good effect of peer feedback on students' skills.

The findings in the last section -Challenges and Strategies- displayed that all the informants find problems when engaging in peer feedback activities, when it comes to providing feedback;

students struggle to give clear feedback and they are afraid to be wrong. They justified their choices that their writing skills are limited and not that good, whereas some students claimed that they are reluctant to evaluate the work of their peers, as they believe that their peers may not accept criticism with open arms. As for receiving feedback, some students prefer teacher's feedback, while others think that receiving peer feedback decreases their motivation or is somehow incorrect. These challenges are not major obstacles to preventing this practice, but rather are indications of the need to provide advice to students on this subject and help them to enhance their communication skills. Participants affirmed that the continuous training on feedback and clear instructions from teachers, such as rubrics and checklists; can make peer feedback more helpful for them. They also stated that mutual trust among them makes their comments honest and acceptable, which positively impacts their ability to benefit from peer feedback.

To conclude, the results obtained from the questionnaire prove the hypotheses of the study and confirmed that peer feedback positively impacts students' writing skills, and they responded positively on the topic. Despite the challenges mentioned, they are not insurmountable, and there are always effective solutions that enable students to benefit from this practice and develop their writing skills.

2.7 Limitations of the Study

In fact, some serious difficulties and research limitations have been encountered throughout the accomplishment of this study. These limitations include procedural and methodological limitations.

2.7.1 Procedural Limitations

It refers to the obstacles that the researcher faced during the process of collecting data using the questionnaire. These restrictions affected the implementation of the research:

- **Incomplete answers:** Some participants left questions unanswered, which affected the quality of the data.
- **Time pressure on participants:** Some may have answered quickly without thinking due to university students' schedules or personal commitments. The researcher found some contradictory answers.

2.7.2 Methodological Limitations:

It refers to the nature of the method used, the design of the questionnaire and the research method that was followed. The methodological constraints in this study are divided into:

- **Reliance on self-data:** the data showed the students' impressions, and this does not accurately reflect their experiences in the context of peer feedback.
- **Response bias:** Some participants may have given socially desirable answers because they believe this is the ideal answer, even if it is not correct.

2.8 Implications

The study indicates that first-year EFL students at Amar Telidji university of Laghouat still lack basic skills in the peer feedback process. It has multiple implications for several parties. For students; this research reveals the possible challenges students may encounter during this process, which raises students' awareness of their strengths and weaknesses to encourage them to

develop their skills and improve their performance. For teachers, the study provides valuable insights into potential obstacles, when applying peer feedback and solutions that can address them, enabling them to design well-structured interactive activities that are more organized and supportive. At the institutional level, the study provides evidence that can be useful in developing curriculum design by integrating more effective tasks that enhance not only writing proficiency but also other skills, such as communication and interaction. As for researchers, this research provides reliable data from the context of EFL students, which make it easier for future studies to compare different contexts or test new interventions.

2.9 Recommendations

2.8.1 For Teachers

The teacher should explain to the students the importance of peer feedback and provide them with clear guidelines on how to provide feedback to their colleagues, such as how to read critically and how to provide accurate and informed feedback without introducing feedback bias into the mix. In addition, it is important for teachers to take into account students' perceptions of the importance of peer feedback in developing their writing skills, because understanding their tendencies leads the teacher to adopt effective methods that suit their needs to avoid misunderstandings between the students that leads to recurring conflicts within the classroom, as it affects their written output.

2.8.2 For Students

From what was concluded from this study regarding the benefits of peer feedback on students' writing skills, firstly, students are strongly advised to take a positive attitude towards this activity and view it as an effective means to develop their writing skills. Moreover, students must realize

that continued participation in peer feedback results in gaining experience and developing their writing, speaking and other skills. The researcher also advises students to participate in literary clubs and others where they write literary texts and give oral presentations of what they write. This will not only affect their writing skills but also their pronunciation skills. Finally, students should learn to accept feedback from peers with open hearts and take it as an incentive to increase their efforts. Also, outstanding students should help those who are less advanced than them by exchanging ideas and notes to reach better results.

2.8.3 For Further Studies

This study aimed to investigate in-depth the impact of peer feedback on EFL students' writing skills and how it helps develop these skills in a measurable way. Based on what was observed in conducting this study, the researcher proposes the following recommendations for future researchers:

- **Use of various data collection tools:** Since this study relied on collecting data from the questionnaire only, it is highly recommended to diversify the tools (e. g., “interviews and classroom observations).
- **Involving teachers as a data source:** Since this study targeted students, the researcher recommends that the future researchers must use interviews or questionnaires to collect teachers' opinions about the effectiveness of peer feedback in improving EFL learners' writing skills, with the aim of knowing the method they follow to apply this type of feedback in their classes and the difficulties they face.

Conclusion

This chapter is considered as a core of the study. It highlights information on the study's method and sample, data analysis, and result interpretations. The study used a questionnaire that was addressed to 1st year EFL students. It includes thirteen (13) questions divided into three (03) sections. After the data gathered and analyzed through the questionnaire, the research question is answered and the hypothesis are verified.

This chapter has clearly demonstrated that peer feedback has a significant impact in enhancing EFL learners' writing skills. The results showed that if peer feedback applied in writing classes, students' writing skills will be developed. The findings also introduced some challenges that students may face during the implementation of peer feedback and it highlighted some strategies applied to reduce these challenges. Meanwhile, the limitations of the study emphasize the obstacles faced by the researcher, and recommendations for teachers and students for the success of the peer feedback process and making it effective in improving the written production and for upcoming studies to obtain more accurate results.

In summary, depending on the findings of the study; peer feedback can be considered to have a positive and effective role in enhancing EFL learners writing skills. Therefore, we can conclude that the results have confirmed the hypothesis that the current study is based on.

General Conclusion

General Conclusion

Writing skills are one of the most important skills that EFL students need to master it, because it helps them success in their academic study and also their professional life. However, many researchers such as (Atik, 2023; Bouamine, 2019; Filali, 2019) considered writing skills as the most complex skill, even the teacher face some challenges when teaching it. So, it was necessary to look for appropriate methods in teaching writing skills. One of the best methods that can help to enhance the students' writing skills is peer feedback.

The current study seeks to explore the impact of peer feedback in enhancing EFL learners' writing skills. The research was divided into two chapters. The first one addressed the theoretical part of the work, focusing on understanding both variables: writing skills and peer feedback. It concluded with the relationship between them and how can peer feedback affects students' writing skills, highlighting the different challenges that can appear when implementing peer feedback in writing classes and the best strategies that can overcome these obstacles.

The second chapter focuses on the fieldwork, introducing the research design, the method that have been used, population and sampling. It describes the data collection tool used in the study. This part seeks to analyze the data that was collected from the questionnaire. The questionnaire targeted the first year both EFL and Translation students at Ammar Telidji University in Laghouat.

In this study, we aimed to measure students' attitudes towards the benefits of peer feedback in enhancing EFL learners' writing skills. After analyzing the questionnaire answers, it was noted that the students gave good impressions about the idea of applying peer feedback in writing classes can develop their skills. The findings indicated that despite the negatives of peer feedback

and the challenges students face when receiving or providing feedback to their classmates, they prefer this method and considered it as a great tool that can improve their writing skills. The better it is applied, the more effective it is influencing students' writing skills.

While conducting this study, the researcher encountered some results through the analyzes of the questionnaire. The results of the first section showed that most of the students have an acceptable command of EFL, which means that they need for further support. In the second section, the gathered data indicated that most of the students face problems when they write and a large number of them claimed that they make grammatical mistakes or find difficulties in organizing their thoughts when it comes to writing. Moreover, the findings of the third part shown that the greater part of the group responded that they have experienced peer feedback and agree with the idea that peer feedback can enhance their writing skills. They confirmed that peer feedback helps them to know their level, it develops the quality of the students' writing, and creates an active environment for them to enjoy. In the last section, the results indicated that even if they like the idea of implementing peer feedback and its great effect on their writing skills, but they need more training and clear instructions so they can get rid of their fears and know how to use it in a way to make it a great tool that help to develop writing skills.

Furthermore, some research limitations and serious obstacles have been encountered throughout the accomplishment of this study. These limitations are: incomplete answers; where some students left some unanswered questions and time pressure on participants due to their personal commitments. Moreover, reliance on self-data helped to analyze only the students' impression towards the peer feedback, but it cannot reflect their experiences in the context of peer feedback. Additionally, response bias can be a serious problem where the students give socially desirable answers and this will negatively affect on the study' reliability.

In addition, this study highlights that peer feedback can facilitate the work of teachers in developing their students' writing skills. It identifies the main challenges that first-year EFL students at Amar Telidji university may face in both peer feedback, writing activities, and how integrating both can enhance the teaching process and maximize students' benefits. At the same time, it provides teachers with valuable insights that help them guide students in their roles and creatively prepare them to manage and reduce anxiety. The study also provides indications that enrich the development of curriculum by integrating peer feedback as a methodological practice. By focusing on the first-year EFL student category, the study makes an original contribution to the field of peer feedback in writing in the English language and paves the way for future research in similar contexts.

Moreover, the researcher provided the teachers, the students and the future researchers with some recommendations that can help them. First, for the teachers; it is better to explain to the students the importance of peer feedback and provide clear guidelines for them to follow in order to provide meaningful feedback. Teachers should consider students' perceptions towards peer feedback because the more they understand students' perspectives, the more they develop serious strategies to teach them this technique. Second, for the students; the researcher advised them to take a positive attitude towards peer feedback and to participate in the process of exchanging feedback with their peers and also, they must participate in literary clubs in order to develop all their skills, not just writing. Third, for further studies; researchers need to use of various data collection tools if they want their studies to be more accurate. Future researchers must involve teachers as a data source to know the method they follow to apply this type of feedback and the challenges they face.

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Appendices

Questionnaire for Master Dissertation: Peer Feedback as a Tool to Enhance EFL Learners Writing Skills: A case of 1

Introduction:

Dear students,

The following questionnaire is designed to investigate about the impact of peer feedback on enhancing EFL learners' writing skills. Please be informed that your answers will be completely anonymous and used for scientific research only. Therefore, we hope that you will give us your full interest. Thank you in advance for filling in this questionnaire.

Section A: General Information

1. How do you describe your level in English?

- Good ☐ Average ☐ Bad ☐

Section B: Writing Skills Difficulties

2. Do you feel anxious when you write?

- Yes ☐ No ☐

3. If “Yes”, is it because of:

- Limited vocabulary ☐
• Making grammatical mistakes ☐
• Difficulty organising thoughts ☐
• Others ☐

(Specify).....

.....

4. Which of the following problems do you face in your writing tasks? (You can choose more than one answer)

- Grammar ☐ Punctuation ☐
- Vocabulary ☐ Spelling ☐
- Organization of ideas and paragraphs ☐

Section C: Students' Perceptions on Peer Feedback and Its Impact

5. Have you ever experienced peer feedback?

- Yes ☐ ☐ No

8. If yes, which module?

9. If no, do you have any idea about it?

.....

10. How often do you receive feedback from your classmates on your writing?

- Always ☐ Often ☐
- Sometimes ☐ Never ☐

11. How often do you give feedback to your classmates on their writing?

- Always ☐ Often ☐
- Sometimes ☐ Never ☐

12. To what extent do you agree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I enjoy working with peers when it comes to writing.					
Peer feedback helps me know my level.					

Peer feedback helps me improve the quality of my writing.					
Peer feedback makes me learn in an active environment.					
I feel anxious when I share my writing with peers					

Section D: Challenges and Strategies:

13. What is the biggest challenge you could face when giving feedback to your classmates?

- Struggle to express my feedback clearly ☐
- I'm afraid to provide incorrect feedback ☐
- Maybe they will not accept my feedback ☐
- Others

(Specify).....

.....

14. What is the biggest challenge you could face when receiving feedback from your classmates?

- I prefer teacher feedback ☐
- Negative feedback makes me feel bad ☐
- Receiving incorrect feedback ☐
- Others ☐

(Specify).....

.....

15. What can make peer feedback more helpful for you?

- More training on feedback ☐
- Clear instructions ☐
- Trust between peers ☐
- Others ☐

(Specify).....

.....

Résumé

Cette étude a été menée pour vérifier l'efficacité du feedback des pairs dans le développement des compétences écrites en anglais langue étrangère (ALE) chez les étudiants de première année au département d'anglais et de traduction de l'université Ammar Thelidji à Laghouat. L'étude cherchait également à déterminer si l'engagement répété dans l'échange de feedback entre pairs affecte le développement de ces compétences. L'étude met également en lumière les principaux défis que les apprenants peuvent rencontrer lors de l'échange de feedback et les stratégies pouvant être mises en œuvre pour améliorer son efficacité dans les cours de rédaction en anglais. Pour atteindre cet objectif, une approche descriptive et analytique a été adoptée, avec une méthode quantitative pour la collecte et l'analyse des données. Un questionnaire a été distribué à 80 étudiants de première année au département d'anglais et de traduction de l'université de Laghouat. Les résultats ont confirmé l'hypothèse selon laquelle l'engagement répété dans le feedback des pairs améliore la précision rédactionnelle et développe la pensée critique grâce à l'apprentissage collaboratif. Cependant, certains défis peuvent survenir, tels que la préférence pour le feedback de l'enseignant et le manque d'expérience. L'étude a également révélé que l'efficacité du feedback des pairs peut être améliorée en formant les étudiants à donner un feedback pertinent et à recevoir le feedback avec ouverture. Les résultats de cette étude sont importants pour l'apprentissage de l'anglais, en particulier pour les apprenants en anglais langue étrangère (ALE). Ils soulignent l'importance d'appliquer le feedback des pairs dans les cours d'anglais pour améliorer les compétences en écrites des étudiants.

Mots-clés : compétences en Écriture, Feedback des Pairs, ALE.

الملخص

تهدف هذه الدراسة إلى التحقق من فعالية التغذية الراجعة بين الأقران في تطوير مهارات الكتابة باللغة الإنجليزية كلغة علاوة على ذلك، تسعى أجنبية لدى طلاب السنة الأولى في قسم اللغة الإنجليزية والترجمة بجامعة عمار ثلجي بالأغواط. الدراسة الى تحديد ما اذا كان الانخراط المتكرر في اعطاء و تلقي التغذية الراجعة من الاقران يؤثر على تطوير مهارات الكتابة. تسعى هذه الدراسة أيضًا إلى تسليط الضوء على التحديات الرئيسية التي قد يواجهها متعلمو اللغة الإنجليزية كلغة أجنبية عند تقديم وتلقي ملاحظات الأقران والاستراتيجيات التي يمكن تنفيذها لتحسين فعالية ملاحظات الأقران في فصول الكتابة باللغة الإنجليزية كلغة أجنبية. لذلك، ومن أجل الوصول إلى هدف هذه الدراسة، تم اعتماد المنهج الوصفي التحليلي والاسلوب الكمي لجمع البيانات الدقيقة وتحليلها. تم توزيع استبيان على 80 طالبا من طلاب السنة الأولى في قسم اللغة الإنجليزية والترجمة وأكدت نتائج الاستبيان الفرضية القائلة بأن الانخراط المتكرر في تبادل التغذية الراجعة مع الاقران يحسن دقة بجامعة الأغواط. الكتابة ويطور التفكير النقدي لدى المتعلمين من خلال التعلم التعاوني. علاوة على ذلك، قد يواجه متعلمو اللغة الإنجليزية بعض التحديات عند تقديم وتلقي ملاحظات الأقران مثل تفضيل ملاحظات المعلمين ونقص الخبرة. بالإضافة إلى ذلك، كشفت النتائج أيضًا عن إمكانية تطبيق التغذية الراجعة بين الاقران من خلال تعليم المتعلمين كيفية تقديم تغذية راجعة بناءً وتلقيها باحترام. وبناءً على ذلك، تُعدّ نتائج هذه الدراسة مهمة لتعلم اللغة الإنجليزية، وخاصةً لمتعلمي اللغة الإنجليزية كلغة أجنبية؛ إذ تُسلّط الضوء على أهمية تطبيق التغذية الراجعة من الزملاء في فصول اللغة الإنجليزية كلغة أجنبية لتعزيز مهارات الكتابة لدى المتعلمين.

الكلمات المفتاحية: المهارات الكتابية، تعليقات الاقران، اللغة الانجليزية كلغة اجنبية