Institute of Literature and Languages
Department of Foreign Languages
Branch: English

The Impact of Peer Interaction on the Development of the Writing Skill.

The Case of Superior Technician Trainees at Larbi Ben M'Hidi National Institute

Specialised in Vocational Training - Mila.

A Dissertation Submitted in Partial Fulfilment for the Requirement of the Master
Degree in Didactics of Foreign Languages

Presented by: **Supervisor: Dr. Fawzia BENNACER**
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Dedication

I dedicate this work to my family members and friends without exception, and all those who helped and supported me to finish this work. Thank you all. I want to thank all of those people who once were my teachers and who helped me begin this long journey. Their names are too numerous to mention, but many of them inspired me to continue learning and share knowledge with others. And finally, to my family, my wife and my mother, my colleagues at work, thank you for listening and understanding when I responded to your many requests with "I need to be working on my dissertation.", "I have to go to study".

Cherif.

Dedication

To the soul of my beloved dead mother,

To my beloved ever supporting father, may Allah make his life happier and

everlasting,

To my beloved wife who has long supported me side by side in every stage of our life

together and given me pushes forward to fulfil this modest work,

To my precious treasure and dearest kids: Ibtihal, Imtinane and Abdelmoudjib

To all my family members without exception especially my sister 'Houda' and her

husband 'Mohamed',

To my dearest trainees and apprentices, especially the members of: S4 and S5

Database-Informatics Trainees and S3 Web-Developer Apprentices.

To all teachers, whether at the University-Centre or at the Institute especially:

Mr Houssam Mermoul the most inspiring at the University, Mrs Wassila Dridi and

Mrs Madiha Laib the most helpful at the Institute.

To all the administration staff in both institutions without exception;

From the deepest of my heart, I thank you for all what you have done for me.

Said

.

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In the Name of Allah, the Most Merciful, the Most Compassionate all praise be to Allah, the Lord of the worlds; and prayers and peace be upon Mohamed His servant and messenger. First and foremost, we must acknowledge our limitless thanks to Allah, the Ever-Magnificent; the Ever-Thankful, for His help and bless.

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Abstract

The rationale of this research is to inspect the effect of peer interaction on developing the trainees' paragraph writing. They are training to get the superior technician degree in informatics. They are selected purposefully to be the subject of our research, as they are supposed to have a positive attitude towards the use of information and communication technologies in learning English as a foreign language. An additional equally significant aspect of this study is to investigate trainees' attitudes towards peer interaction and writing. In particular, this study is endeavoured to answer a number of questions. The most salient ones are: To what extent does peer interaction affect trainees' writing of a paragraph? How to implement peer interaction via the Canvas Learning Management System in the vocational field? How can face-to-face or virtual peer interaction help in developing the writing of a paragraph? Being attentive to the above mentioned questions, a hypothesis was set for the purpose of improving trainees' paragraph writing through the use of peer interaction. The hypothesis was checked by means of a quantitative method with designing a pre-test, post-test for two groups of trainees and apprentices (Experimental and Control). To explore thoroughly the experience of trainees concerning the use of peer interaction and its impact on their paragraph writing, focusing on some writing aspects, peer interaction tasks were observed via web platform, as well as in the classroom. The results of the study revealed that peer interaction had a positive impact on the trainee's writing skills, the results also showed that Canvas was an adequate virtual space for teaching and learning writing due to its features and user-friendly interface. The dissertation ended up with a wealth of recommendations for pedagogy and future research.

Key words: Peer interaction, Canvas features, writing skill, Canvas Learning Management System, Vocational Training.

List of Abbreviations and Acronyms

List of Tables

List of Figures

Table of Contents

General Introduction

1. Background to the Study

Writing is relatively difficult for students because many of them find some difficulties in written tasks. There are many factors which make it difficult to write for students like: expressing ideas, grammar, vocabulary, and organization. Tessema (2005) stated that one reason that makes writing so difficult is related to knowing about the appropriate grammar and vocabulary, and clarity of ideas. Lack of motivation is another factor that makes students face difficulties in writing. Moreover, teachers should find out appropriate techniques that can motivate students in learning writing. If the students are motivated to write, they will have a big chance to improve their writing skill. Furthermore, most students think that writing is very difficult; this made them unmotivated to write. In writing, students should make efforts to do a good task. If there were many mistakes in their writings, then they should develop the ability to correct and improve. However, it is not easy for many students to identify their mistakes in writing. Reid (1994) assured that students will be able to see errors or mistakes in the writing of others more easily than in their own writing. When students have a motivation in writing the same way they see errors or mistakes in the writing of others, then this might improve their writing.

Considering the problems above, there are some techniques to improve the students' writing skill. One of which that has been used in this research is peer interaction. Theoretically, this technique can be justified and supported by various theories, including process writing theory, interactionist theory in second language acquisition, collaborative learning theory, as well as socio-cultural theory (Lantolf & Thorne, 2006; Liu & Edwards, 2018; Vygotsky & Cole, 1978; Yu & Lee, 2015).The value of peer-response in the L2/ foreign language (FL) writing classrooms has also been substantiated by various empirical

studies ((Min, 2006);(Paulus, 1999);(Tsui & Ng, 2000);(Villamil & De Guerrero, 1996);(Yu & Lee, 2016)).

Today, the educational paradigm has changed from passive to active learning where learners are actively engaged in the teaching and learning process. The internet as a platform of information and communication is trusted to be able to facilitate active and interactive teaching and learning process, particularly since this Covid19 (Corona Virus Disease of 2019) outbreak. This global pandemic has urged all educational practitioners to shift their mode. Consequently, both learners and teachers are in need of adjusting to technology use. The use of a Learning Management System (LMS) is the instance used in this research. The LMS is an online site that links lecturers and students in the network of higher educational institutions or schools. It is one of the most valuable solutions in the online learning environments for both students and teachers to connect and interact. Canvas is one of the LMSs that support instructor's innovation, student engagement, and the widespread connection and collaboration. It is an application that is rarely used by many people, especially in education because it is the latest. Canvas has many features that fully support integrated learning and teaching management.

2. Statement of the Problem

Based on the researcher's daily observation during his teaching sessions, he has identified several problems in teaching and learning writing. Firstly, most students had a low level in written tasks, especially in paragraph development (organization). Secondly, the students had difficulties with grammar. Thirdly, during the time of the widespread of Covid19 pandemic with the restrictions and not having time for teaching English as a complementary module in the field of vocational training, trainees lost the opportunity of fulfilling a whole semester because of the lack of the availability of an online platform to study. Lastly, trainees had a less or no motivation to write. The researchers have chosen peer

interaction technique through Canvas LMS in addition to the trainees' face-to-face interaction to solve these problems.

3. Aims of the Study

The purpose of the research was to explain how far the use of peer interaction technique can improve the trainees' writing skill at the INSFP-Mila(the INSFP: l'Institut National Spécialisé de Formation Professionnelle-Mila). So, the research objectives were:

- ✓ To examine the effects of peer interaction tasks (FTFPI: face to face peer interaction or VPIC: Virtual peer interaction through Canvas) on trainees' writing abilities.
- ✓ To investigate the learning experience that trainees could gain from applying Canvas peer interaction tasks in the field of vocational training.

4. Research Questions

Research questions were formulated as follows:

- ➢ To what extent can peer interaction technique either face-to-face or via Canvas improve the trainees' paragraph writing skill at the INSFP-Mila?
- ➢ What is the trainees' learning experience of paragraph writing using Canvas peer interaction features?
- ➢ How could the vocational sector use an LMS as an alternative to gain time and fulfil the intended objectives of trainings at the institute?

5. Hypothesis

The hypothesis of this research is formulated as follows:

5.1 Alternative Hypothesis (H1)

There would be a significant influence of using peer interaction technique (face-to-face or via Canvas) on trainees' paragraph writing ability at the INSFP-Mila.

5.2 Null Hypothesis (Ho)

There would be no significant influence of using peer interaction technique on trainees' paragraph writing ability at the INSFP-Mila.

6. Means of the Research

To meet the objectives of this study, answer the research questions, and attempt to check the hypothesis, a quasi experimental design has been opted for. The participants are trainees of 4th and 5th semesters of Informatics/ Database option at the INSFP-Mila. The study was conducted on two selected groups (i.e. a sample of 65 learners among which just 37 effectively participated in this study) out of a total number of about 600 trainees and apprentices. Both groups are pre-tested to assess the starting point of their paragraph writing, then only one group is given the opportunity to experience peer interaction (FTFPI or VPIC) through the use of various tasks; at the end of the experiment, a post-test took place for both groups to measure the differences and the impact of the treatment on the submitted group. To support the found results from the former tool, and get insights into the trainees' experience with applying peer interaction and its impact on their paragraph writing, concurrently to the given tasks, they were observed thoroughly in the classroom and on the platform.

7. Significance of the Research

Based on the explanation above, it was important to carry out a research entitled "The impact of peer interaction on the development of the writing skill "considering the case of superior technician trainees at Larbi Ben Mehidi National Institute Specialized in Vocational Training. This present research is different from the previous researches in many ways, such as the data gathered, the scope, and the technology used. The research conducted previously only discusses the impact of peer interaction on the writing skill, whereas the interaction is implemented on social media websites such as Blogs, WhatsApp, Telegram, Facebook,.. Etc. Nevertheless, in this research, we adopted the

implementation of peer interaction on a platform dedicated specifically for teaching and learning in addition to face-to-face interaction. This choice helped us to observe closely and easily the learners' interactions. Canvas is the latest application having many features that can help teaching and learning processes. The Canvas can enhance teaching and learning in the English classroom, including peer interaction activities.

The significance of this study stems from its attempt to bring up new insights into the issue pertaining to use classroom peer interaction to enhance writing and teaching/learning English in vocational training. The writer expects that the findings of this research might bring various benefits.

7.1. The Theoretical Contribution of the Research

For the theoretical contribution, the result of this research will be expected to support the previous theories about peer interaction in improving the writing ability, especially the paragraph writing ability.

7.2. The Practical Contribution of the Research

7.2.1. For the teacher. The teacher will get valuable information about an alternative technique to be used to improve students' writing ability, especially the use of peer interaction technique and the importance of the Canvas LMS as a virtual space to promote the writing skill using peer interaction.

7.2.2. For the trainees. By using peer interaction technique through Canvas LMS, it is hoped that the trainees will be more interested, engaged and motivated in learning English, and will be encouraged to improve their writing ability.

8. Summary of the Conceptual Framework of the Research

Figure.1

Conceptual Framework of the Research.

Problem	→	Low proficiency in the writing skill (mechanics,grammar,vocabulary,
Problem Solving		Peer interaction (feedback,review,correction,tutoring
		Virtual Peer Interaction via Canvas Platform
		COVID19 time conditions, Psychological Obstacles, lack of motivation…;

Pre-training peer interaction using · Application · Post peer interaction

Investigation

Expectation → There will be Improvement in writing skill?

9. Structure of the Dissertation

The current dissertation falls into two main chapters. The first chapter constitutes the theoretical part of the research, while the second chapter is dedicated to the field work.

The first chapter is divided into two sections that introduce theoretical insights into the two variables of the study, which are: peer interaction and the writing skill. The first section is devoted to provide an overview about writing and its importance in teaching and learning a language in general and its relationship with the other skills in a particular reading. Furthermore, the different approaches used in teaching writing and how it could be taught effectively. The second section discusses the importance of peer interaction in promoting language learning in general and the writing skill in particular. Moreover, this section sheds the light on the stem of peer interaction in different second language acquisition theories.

The second chapter is dedicated to provide a description of the field work of the present research. It tackles the research problem, addresses the raised questions, tests the hypotheses, and attempts to achieve the aims of the research. Within this chapter, the research methodology is thoroughly explained through the description of the research tools, the analysis of the data pertaining to both tests and the observation, followed by the discussion of the results and the main findings. Drawn to a close, this chapter ends up with outlining the major limitations of the study and some recommendations for pedagogy and research.

CHAPTER ONE: Peer Interaction and Writing

Section One: Writing

Introduction

Language acquisition is a complex skill involving four sub-skills. They are classified into productive and receptive. Productive skills refer to speaking and writing, while the receptive ones refer to listening and reading. Consequently, mastering a specific language requires the mastery of all four sub-skills. Writing is one of the most essential skills that L2 or FL students need to be developed. It is a skill that takes part in everyday life, such as taking notes and writing emails.

In learning, passive knowledge in students' minds can be transformed into their own language through writing. Furthermore, the ability to write in a L2/FL, English for example, is considered as an essential tool nowadays. To illustrate, students who want to foster their education into a higher level are required to take an English language proficiency exam, such as IETLS(International English Language Testing System) and TOEFL(Test of English as a Foreign Language). The writing skill assessment is a fundamental component of these exams. However, certain problems in teaching and learning writing have been arisen among L2/FL teachers and students. As a result, a writing teacher should possess the ability to teach it effectively and help students to enhance their writing skill.

The present section deals with the first theoretical aspect of this research. It gives some fundamentals related to writing as a language skill, the key concepts related to the writing's literature, and the different approaches that were used to teach this skill.

1.1.1Writing and The other Language Skills

It has been widely argued that speaking, writing, listening and reading are interconnected and complementary. Each one is indispensable during teaching/learning a

language. Most EFL(English as a Foreign Language) teachers follow a certain order, starting with listening; moving to speaking, then reading, and writing comes in final rank. Subsequently, the main reasons behind letting the writing skill to the last stage are its difficulty and complexity. Harmer (2004, p. 3) stated that: "Writing should be learned because it could not be naturally acquired like speaking". The essential idea taken from this quotation is that Harmer draws a distinction between the two skills; the speaking and the writing skill. In speaking, the learner is in the process of acquiring naturally because he is being exposed to it; however, the writing skill has been consciously learned. (Harmer, 2004) drew a clear-cut distinction between these two skills in terms of:

1- The required situation, i.e., writers use a set of linguistic and stylistic features in order to convince their readers, however, speakers use only a set of supra-segmental properties as pitch-movement, stress, and intonation.

2- Grammar selection, i.e., writers tend to use complex, compound, and simple sentences. Otherwise, speakers use only simple utterances.

3- Lexical density, i.e., typically, the lexical density of a written composition is higher than a spoken composition.

Reading and writing as distinct skills, enhance the learning process of the student. So, as many scholars, (Harris, 1993) found out that there is a strong relation between them. This significant correlation is stated under the following ideas:

1- These skills are central aspect of communication, and both are related to the society and the individual.

2- Knowledge can be acquired through the reading process, in order to develop the writing skill.

3- 'No writers' means that there are no readers at all.

1.1.2. The Writing Components

Writing is complex and difficult to teach. It does not merely mean putting down graphic symbols on a piece of paper. Nurgiyantoro (2001, p. 306) illustrated that there are at least five components of writing which are listed below:

1. Content: the substance of writing, the ideas expressed.

2. Form: the organization of the content.

3. Grammar: the employment of grammatical form and syntactic patterns.

4. Vocabulary: the choice of structure and lexical items to give a particular tone or flavour to the writing. It is also called style.

5. Mechanics: the use of graphic conventions of the language.

Figure.2

Producing a piece of writing Raimes (1983, p. 6).
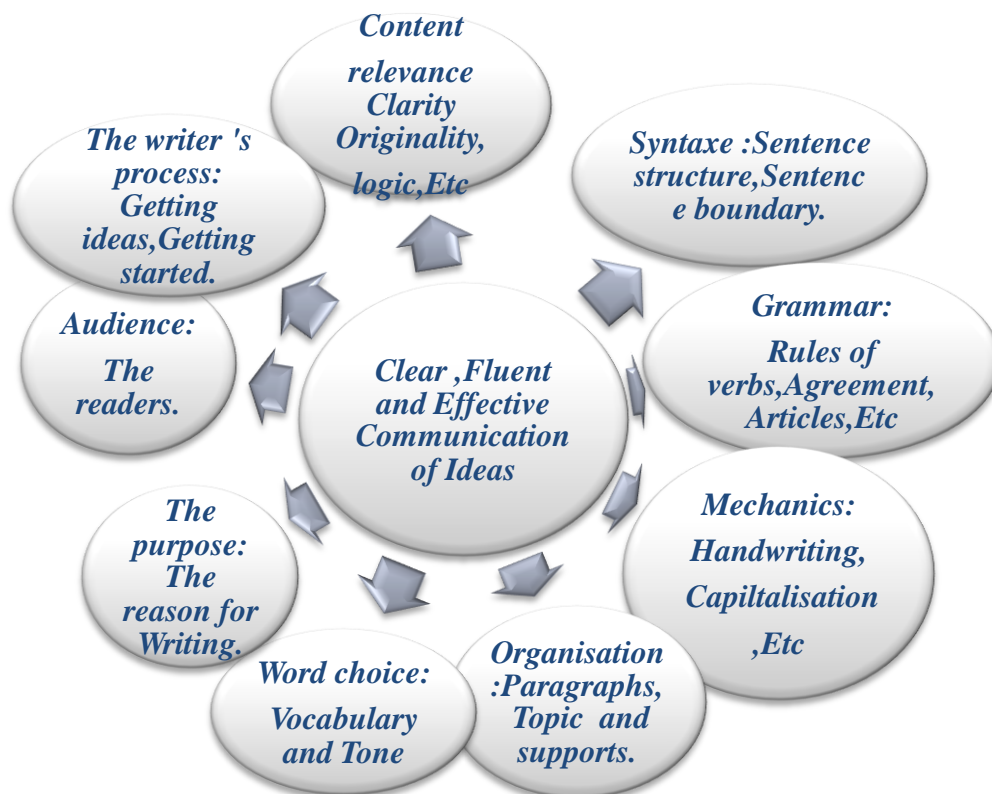
This diagram recommended by (Raimes, 1983)includes all the necessary tools which writers need to be equipped with to be able to produce a piece of writing that is worth reading and responding to. In the writing skill, we need to know and master the writing components. They must be mastered by the students before they write down what they want to convey. Harris (1969) stated, "In order to make a good writing, we need to recognize the components of writing skill such as content, forms, grammar, vocabulary, and mechanics (punctuation and capitalization)"(p. 68). These components will help learners to produce a good writing.

1.1.3. The Importance of Teaching Writing

Blease (2015) argued that writing is one of the most important language skills. It plays a significant role in the learning of language and for that reason writing cannot be ignored. Writing is a tool for the creation and the expression of ideas. It is also a means for the consolidation of linguistic structures when it is used for interactive communication (Isleem, 2012).Isleem also believed that it is through writing that learners develop critical skills like innovation, creativity and self-expression; these skills are essential for academic success(2012). Meanwhile, writing is significant for accountability in standardised assessments across the schooling curriculum (Akinyeye, 2013).Furthermore, writing practice helps learners use their target language and explore various linguistic elements like grammar, idioms and vocabulary in their texts, and with more writing opportunities they can become better writers (Isleem, 2012). Richards and Miller (2006) discovered a close link between thinking and writing which renders writing a crucial practice to develop among learners. The writing skill has a strong power on developing the learning process of the EFL student. In this context, **"**the power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system**"** **(**MacArthur et al., 2008**).**

In point of fact, writing activities incidentally occur in students' daily life, such as writing essays, and taking notes. Accordingly, students need to know how to report their thoughts into texts appropriately and accurately. In addition, Hashemnezhad and Hashemnezhad (2012) demonstrated that written products are practically used for academic assessment.

1.1.4. Approaches to Teaching Writing

To address difficulties arisen during learning and to enhance students' writing skills, the role of the teacher is very important in developing students' writing performance (Perry, 1998). A writing teacher needs to provide instructions of what students should do in a writing task. On account of this reason, it is necessary for him/her to understand writing theories and approaches for an effective practice. Therefore, the quality in teaching writing and theories behind teaching writing is discussed in the present section.

1.1.4.1. The Product Approach

Product approach has been used in many writing classrooms since the 1970s(Escholz, 1980). In a product approach, teachers usually present learners with a model text to emulate and construct their own texts. Escholz (1980) found that the product approach follows a traditional way of teaching writing as it demands that learners focus on the model, the form and the duplication of the teacher's text as much as possible. For example, teachers using the product approach put more focus on the grammatical features of the text and its organisation rather than the ideas and the thoughts within the text(Ngubane, 2018) .Accuracy in writing is the main focus in the product approach instruction. Teachers assess learners' writings on the basis of how accurate they are in grammar, spelling and punctuation.

As its name implies, this approach focuses much more on the final production of what the learner is required to do by the end of his writing .Therefore, White's classical model (1988) for writing explained in details the different phases that appear, and that are stated in the following points :

1- Study the model**:** analyses the rules of language, the structure of sentence, the content, and stylistics.

2- Manipulate the elements: examines the model text into several components.

3- Produce a parallel text: puts the learners in a situation where they just imitate the model text examined in the previous stage.

All in all, the goal of teaching writing in product approach classrooms is for learners to produce a text that is similar in form and language conventions to the one they have learned. Diversion in terms of creativity is less appreciated. This approach is mostly criticised for its focus on the use of correct grammar, form and language features such as spelling and punctuation. Some scholars like Badger and White (2000) thought differently about the product approach. These scholars argued that the product approaches do recognise learners' need for linguistic development and competence across different texts for them to become efficient writers. Imitation is one of the methods by which people learn. In other words, teachers are encouraged to balance the product approach with other writing approaches in order to effectively support the development of their learners' writing skills.

1.1.4.2 The Process Approach

In a process approach, the focus of writing instruction is on the steps involved in drafting and redrafting texts(Nunan, 1999). When learners write, they go through various similar stages as writers. These stages involve brainstorming or pre-writing, writing, revising, editing and publishing(Flower & Hayes, 1981): It is assumed that the stages of the writing process approach empower learners by enabling them to make decisions about the direction of their work through discussions, tasks, drafting, feedback and informed choices, thus enabling them to be responsible for making improvement themselves.

Figure.3

A process model of writing (Flower & Hayes, 1981 as cited in Hyland, 2003).

```
┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Selection of │   │ Prewriting:  │   │ Composing:   │   │              │
│ topic by     │ → │ brainst-     │ → │ putting      │ → │ Response to  │
│ teacher or / │   │ orming,      │   │ ideas on     │   │ draft        │
│ and student  │   │ Collecting   │   │ paper.       │   │              │
│              │   │ data,note    │   │              │   │              │
│              │   │ taking,      │   │              │   │              │
│              │   │ outlining    │   │              │   │              │
└──────────────┘   └──────────────┘   └──────────────┘   └──────────────┘

┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Evaluation   │ ← │ proofreading │ ← │ Response to  │ ← │ Revising     │
│              │   │ and editing  │   │ revision     │   │              │
└──────────────┘   └──────────────┘   └──────────────┘   └──────────────┘

┌──────────────┐   ┌──────────────┐
│ publishing   │ → │ Follow up    │
│              │   │ tasks        │
└──────────────┘   └──────────────┘
```
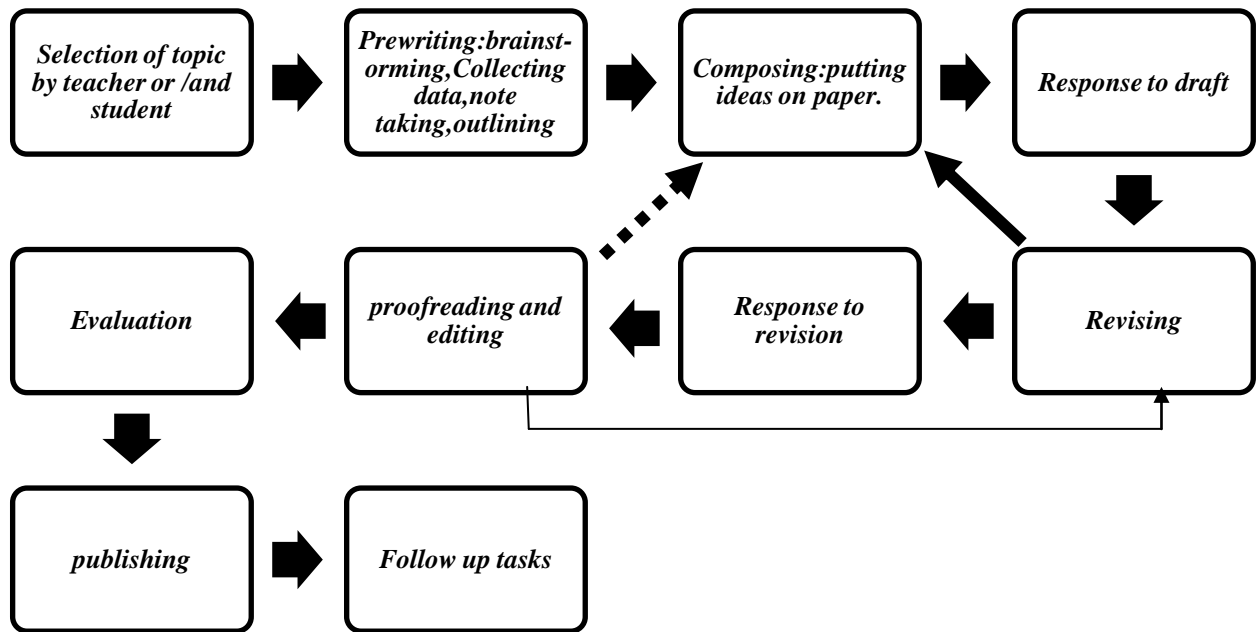
As Figure 3 shows, the process is not arranged in a step by step process. In fact, a writer can move to any of these steps; for instance, prewriting for brainstorming more ideas after revising. According to Hedgcock (2005), the essence of process writing is described as "one that engages learners in *meaningful* writing, encourages stages of multiple drafts and revisions, and provide formative feedback through conferencing" (p. 604).

According to Flower and Hayes (1981), these five stages allow learners to generate ideas before they begin to write, to revise their ideas back and forth and to edit their ideas before the publication of the final product. Tribble (1996) argued that the process approach focuses on the learners' independent aptitude to produce coherent texts after going throughout writing activities in stages. This implies that in the process approach, the learners are given opportunities to be in control of their writing, while the teacher plays the role of supporting the development of writing by guiding and supporting. Contrary to the product

approach, learners in the process approach are not expected to complete and produce a draft of the text; however, they are expected to go through processes of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts (Tribble, 1996). Feedback during the writing process is crucial as it helps the learner to see the weaknesses in his or her writing and thus improve before reaching the final stage of the writing process.

1.1.4.3. The Genre Approach

Apart from the product and process approaches to teaching writing, the genre-based approach has also gained popularity as another approach to develop learners' writing skills. Developed from Martin's (1993) Systemic Functional Linguistic (SFL) model of language, the genre-based approach places greater emphasis on the social context in which writing is produced.

As concentrated on the readers, the writing products and the way social purposes are expressed effectively; students need to have a rhetorical understanding of texts(Muncie, 2002). The writing instructions look beyond subject content, processes and forms and regard writing as endeavours to transmit the messages with readers. Like a product approach, a "genre approach emphasises that writing varies with the social context in which it is produced linked with different situations"(Flowerdew, 1993, p. 307).Badger and White (2000) also demonstrated that "there are similarities between product approach and genre approach, which genre approach can be seen as an extension of the product approach and can be considered as predominantly linguistic" (p. 155).

However, according to Hyland (2003), a teacher needs to take an authoritative role to scaffold and support students by giving them models to observe and then asking them to deliberate about and analyse structure and language use. Teachers provide students with chances and opportunities to analyse expert texts, so that, they can enhance their writing

skills. Hylan(2003) stated that all what have been mentioned above is achieved through a process which involves Contextualization-Modelling, Negotiating-Constructing which is usually presented as the Teaching Learning Cycle(TLC), as it is shown in the figure below. According to Hyland (2007), the TLC treats learning as a social process resulted from the collaboration between the teacher and students or peer interaction. It supports learners through what Vygotsky labelled Zone of proximal Development (ZPD), which means teachers provide the learners with sufficient guidance that facilitates the accomplishment of the task.

Figure.4

The Teaching-Learning Cycle(Feez & Joyce, 1998, p. 28).

Modelling
Discuss and analyse text structure, context and language

Joint construction
Teacher and student construct text together

**Developing Control of
The genre**

Redrafting and editing

learner writes own text

Independent construction of text

**Teacher-Learner
Conferencing**
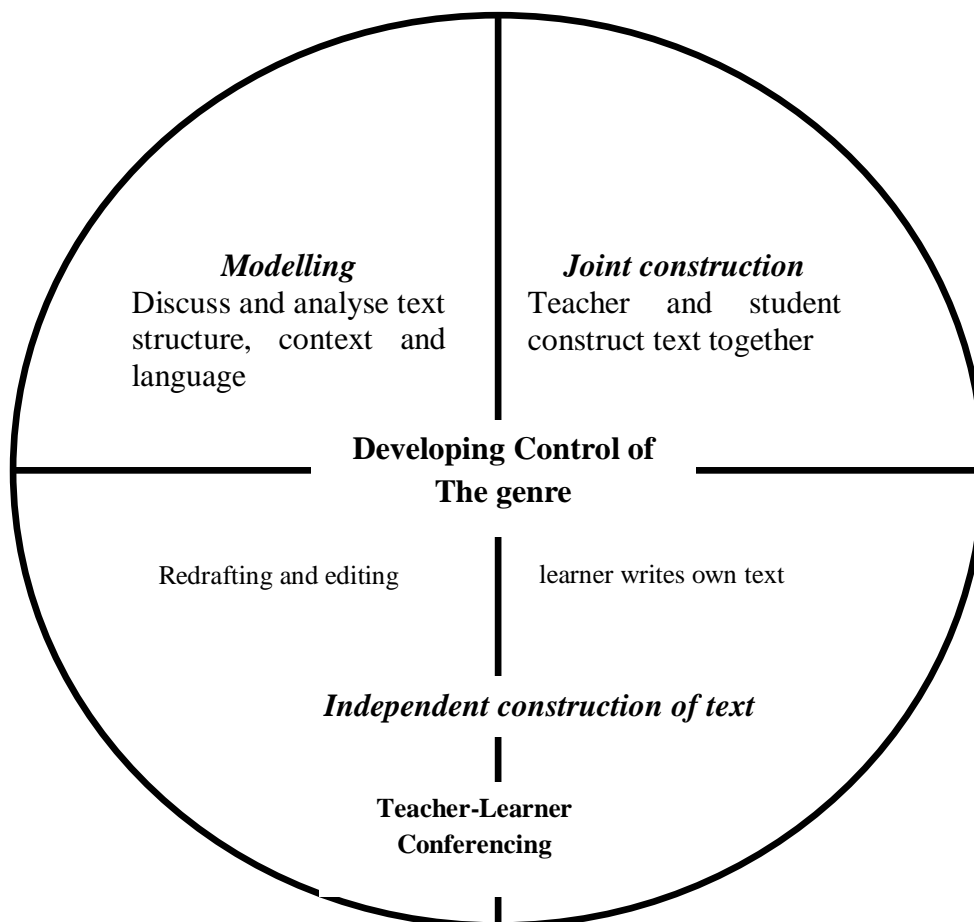
There are four main conducted stages of genre approach within the TLC.

(1) Building Context: According to Hyland (2007), this phase involves revealing genre purposes and the settings in which it is commonly used. In this step, a teacher asks some questions about a given topic, refreshing the students' background knowledge about this topic.

(2) Modelling and Deconstructing Text: According to Hyland (2007), the second stage involves analysing typical samples of the genre to identify its stages, key features and the variations which are possible. In this stage, a teacher gives the model of the genre to enhance the understanding of the text-type being chosen.

(3) Joint Construction of Texts: guided, teacher-supported practice in the genre through focusing on particular functions of the text. In this stage, a teacher encourages and motivates students to construct the text related to the social function.

(4) Independent Construction: independent writing by students monitored by the teacher. In this stage, students apply what they have learned. Thus, after passing through different stages, the learner is asked to write individually a particular type of genre as what he/she has learned before.

(5) Linking Related Texts: relating what has been learned to other genres and contexts to understand how genres are designed to achieve particular social purposes. At this point, students make a link between what they have learnt and other genres and contexts. According to Hyland (2007), each of these stages seeks to achieve different purposes, and so is associated with different types of classroom activities and teacher /learner role.

To go over the main points, there are three main approaches of writing. The product approach focuses on language structures and the products of writing. Instead of focusing on texts, the second approach concentrates on the processes of preparing and creating texts. Attempting to communicate with readers, the third approach focuses more on the communicative purposes of the genre and the viewpoint of the reader.

1.1.5. Effective Writing Instructions

In order to conduct effective writing instructions, it is necessary that a writing teacher should have a comprehensive understanding of the role to be so. This includes the writing theories and how theoretical concepts of teaching writing have been merged and implemented in classrooms.

It is clear that a writing teacher has a number of roles in conducting a writing lesson. According to Grabe (2014), some noticeable roles of a writing teacher include "a motivator, an interpreter of the task, a designer of meaningful [and interesting] tasks, an organiser, a resource, a support person, an evaluator and a reader for information" (p. 254). To be more specific(Flower & Hayes, 2008), it is essential for a writing teacher to motivate students with a positive attitude, believing that they have capabilities of doing tasks at first. Furthermore, students have different learning styles so that a writing teacher should be able to create meaningful, interesting and flexible tasks that are suitable for students.(Akinyeye, 2013) Therefore, understanding the theories behind approaches to writing can help a writing teacher to plan and implement a suitable writing lesson for students which can lead to an effective writing classroom . demonstrated that "a number of theories supporting writing teachers have been developed over a few decades" (p. 1).

Another point, to conduct an effective writing lesson, the teacher is supposed to select one of the three aforementioned approaches: product, process and genre approach. However, in his review article, Hyland (2008) demonstrated that no approaches can replace one another but support each other to make a complete whole. Indeed, Hasan and Akhand's (2010) empirical study of balancing approaches in a writing class revealed that the combination of approaches has a propensity to facilitate the development of students' writing tasks. Therefore, there may not be a perfect approach to writing. To elaborate, the best writing

lesson will depend on what its purpose is, what competence level of the students is, and what type of texts is being studied.

Conclusion

To bring to a close, this first section highly mentioned the importance of the writing skill in relation to the remaining language skills, and its effects on the individual himself. For that reason, the teaching of this skill should be given more importance .The effective writing instruction should surely help EFL students to develop their skills and it could be realized by giving them the best possible training. Moreover, providing meaningful tasks with appropriate approaches to students and thrusting them upon truly meaningful purposes with joyful and interesting activities are the ultimate objectives of writing instructions. Doing so can make a writing classroom become more effective. In the next section, we will provide a review of peer interaction in relation to teaching writing skills as well as its impact on the student's abilities in a written production especially nowadays during the era of Covid19 pandemic and cutting edge technology. These two factors caused a fast shift from face to face interactions towards virtual interactions.

Section Two: Peer Interaction

Introduction

In this section, we will try to provide the necessary data related to the in hand subject-matter. We will start with the definition of 'interaction' in general, mentioning both face-to-face and online interactions. After having pointed out its types (teacher-learner/ learner-learner), we move to defining 'peer interaction' which is the most pertinent variable in our research. Later, we will bring up the different aspects of peer interaction. We respectively move to peer-interaction patterns and peer work speaking about how to manage our classes and the advantages of grouping our learners to get better results. We then proceed to mention peer interaction patterns in collaborative writing; finishing up with some theories in support to peer interaction intending to develop the students' writing skill.

1.2.1 Definition of Interaction

This section is concerned with scholars who attempted to define the concept of "interaction" as it is very essential in the teaching and learning process. Mukalel (1998) viewed interaction as "any definable exchange that happens between two or more learners or between the learner and the teacher"(p. 104). Furthermore,(Brown, 2001) declared that '' interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other"(p. 165). To put it another way, interaction then is an interchangeable operation that cannot be realized from just one side, rather there should be a mutual sharing of information among people. It can be either with learners or with teachers in the classroom. Interaction is considered as a vital element in society. Ellis (1999) defined it from a social perspective by saying that it is "the social behavior that occurs when one person communicates with another" "(p. 1). Thus, interaction in this sense is seen as a social behaviour not as an action that occurs amongst people which enables them to establish social relationships.

The concept of interaction has a great importance in language education and pedagogy. Ellis defined it as "the fundamental fact of pedagogy" and that "successful pedagogy involves the successful management of classroom interaction"(p. 173). Consequently, interaction holds a significant role in language teaching and learning as it is considered as the primary tool through which learners gain knowledge and achieve their goals. On the whole, interaction is the action which involves reciprocal encounter among people in society or learners and teachers in classrooms communicating for the sake of reaching their goals. Interaction could also be face-to-face in a pedagogical setting inside a classroom or via a technological device; that is to say, distant or online.

1.2.2 Interaction in second language acquisition

Interaction is a key of second language acquisition and exists as the central feature. It describes the interpersonal activity taking place during face-to-face communication (Vygotsky, 1978, cited in Ellis, 1999). The interaction influencing second language acquisition occurs among non-native speakers of second language or between non-native speakers and native speakers. According to Ellis (1999), interaction is concerned as the discourse which is jointly constructed by learners and their interlocutors and output is the result of interaction. It facilitates language learning, engages students in participating language learning activities and makes more outputs of the language. In second language learning context, language learning is mainly conducted and initiated by language teachers in different ways such as teacher questioning, teacher instructions, or any other kind of activities that facilitate learners' language acquisition. According to Krashen (1981), acquisition is considered as an explicit process and implicit process. The former involves learners' attending consciously to language in order to understand and memorize rules. By contrast, the latter takes place when the language is used for communication. Acquisition occurs when learners focus on conveying meaning. Language acquisition is mainly referred to as the

process by which both linguistic and communicative competences are acquired by learners. It can be attained through direct exposure of learners to the target language, as it is based on formal language instruction (Ellis, 1999, p. 12). In the Mackey's research (1999) about the relationship between interaction and second language acquisition, he asserted that the nature of interaction and the role of learners are critical factors through interaction. He concluded that one feature interacting with the learner's internal factors to facilitate development is the participation in the interaction through the provided condition for the negotiation of meaning. Long (1990) asserted that language acquisition is the result of an interaction between the learners' mental abilities and the linguistic environment. Thus, Interaction is necessary for second language acquisition.

1.2.3 Types of Interaction

According to the previous definitions of interaction, we can deduce that the domain of teaching and learning foreign languages could be characterized by two types of interaction: teacher-learner interaction and learner-learner interaction (peer interaction).

1.2.3.1 Teacher-Learner Interaction

In the classroom, the teacher often asks questions to learners and learners answer them and vice versa; or the teacher participates in learning activities. These forms are called teacher-learner interaction. Generally, such interactions take place between the teacher and the class and/or small groups in the class and/or individuals. In the traditional classroom, the teacher only sits or stands behind a desk, and spends a large amount of time giving lectures and directions, whereas students' roles are: sitting, listening and taking notes passively. The focus of interaction was predominant between the teacher and learners. This one is usually initiated and controlled by the teacher. The teacher's central role is to dominate in terms of the talking time and of the running of the process. The teacher controls the topic for classroom talk, and determines when to start and to stop talking in the classroom (Cazden,

1988; Tsui & Ng, 2000).The teacher is central to the classroom interaction while students are passive listeners.

1.2.3.2 Learner-Learner Interaction

Also called peer interaction, the core of our research, learner-learner interaction occurs among learners. In this form of interaction, the teacher plays a role as a monitor and learners are the main participants. Learner-learner interaction occurs in two kinds of grouping learners: in groups and in pairs. Many researchers asserted that practice is the most beneficial when carried out in collaboration with small groups or peers rather than with the teacher or in a whole-class setting. Significantly, students almost always initiate their questions during small-group rather than whole-class activities. Open discussion in cooperative groups can make clarification of ideas and perspectives in a context free of the perpetual scrutiny of the teacher and the wider class group (Gillies, 2006). Furthermore, learners do not have to rely on the teacher to be their only interlocutor and source of language input (Nunan, 1992). It is possible for peers to provide language models and to interact with each other (Erten, 2000). Peers act as natural interlocutors resulting in the availability of a much greater variety of models with whom to practice (Long & Porter, 1985). Peers are often more aware than teachers of understanding (Gillies, 2006). In fact, cooperation in groups also contributes to a more relaxed atmosphere in the classroom, lessens anxiety and inhibitions, and thus leads to an increase in both the quantity and quality of practice(Altay & Öztürk, 2004; Ur, 1996). Collaborative work often exerts a beneficial effect on task performance(Storch, 2001). Therefore, it can be concluded that collaborative practice should facilitate language development.

According to Long and Porter (1985), learner-learner interaction pattern is an attractive alternative to teacher-learner interaction. Harmer proposed that pair work increases the amount of talking time available to every learner in classroom. It allows learners to work

and interact independently without the necessary guidance of the teacher, thus promoting learners' independence. It allows teachers to have time to work with one and more pairs while other learners continue working. This cooperation helps the classroom become a more relaxed and friendly place. According to Sullivan and Lantolf (2000), pair or group work is considered the most interactive way. It does not pay attention to the socio-cultural and personal experience that guide learners' behaviour in the classroom. It has three value systems of choice, freedom and equality. The reasons are that learners in pairs or groups have the right to talk freely and are also free from the teacher's control. Learners in groups are equal, and the power of the teacher within groups is also diminished or neutralized. The teacher should frequently use group work to maximize each learner's opportunity to participate and reduce the psychological burden of public performance.

Long et al. (1976) &Rulon and McCreary (1986) found that "learners express a wider range of language functions in group work" and "in group work on reading and listening comprehension, learners give fuller answers than in whole-class work with a teacher". (Doughty & Pica, 1986), moreover, contended that "group work is more likely to lead to negotiation of meaning than interaction with the teacher." The extent to which group work results in cooperative learning through collaborative interaction depends on the frequency of communicative interaction (Mercer et al., 2004) and the quality of that discourse (Ellis, 2003). Group learning seems to occur when participants are required to communicate and discuss together to solve a problem(Light & Glachan, 1985).Wegerif et al. (1999) described the conditions that are required for collaborative interaction as follows:

(1) All information is shared;

(2) The group seeks to reach agreement;

(3) The group takes responsibility for decisions;

(4) Reasons are expected;

(5) Challenges are expected;

(6) Alternatives are discussed before a decision is taken; and

(7) All in the group are encouraged to speak by other group members (p. 495).

1.2.4 Aspects of Peer Interaction

Peer interaction is composed of two main aspects: peer feedback and negotiation of meaning. These aspects are of great importance in the learning process.

1.2.4.1 Peer Feedback

Feedback is considered as a significant component of interaction in FL classes. It has been defined by many researchers in different ways. Starting by Mackey et al. (2007) who provided a detailed and influential work on feedback, saying that feedback is "the reactive information that learners receive regarding the linguistic and communicative success or failure of their utterances"(p. 14). Simply put, feedback is the required information or criticism provided to learners about their actions; what they did well in and what they did not. It also refers to what can be said about learners' output to evaluate it besides correcting it (Harmer, 2001, p. 99).

Feedback may take many forms. It can be either explicit or implicit. Mackey et al. (2007) proposed. On the one hand, explicit feedback occurs when the teacher attracts learners' attention directly towards the mistake they committed to correct it in addition to providing them with the correct meta-linguistic forms of these mistakes. On the other hand, implicit feedback is the indirect indication that a mistake is made. It takes the shape of clarification requests, asking for repetition, or asking for reformulation of utterances (p. 14).

Recent researchers have directed their interests towards the use of peer feedback in language teaching and learning. Peer feedback is defined as, "the relationship between feedback provider and receiver. Thereby, the preposition ''peer'' indicates that provider and receiver of feedback have a similar status regarding to the learning process" (Auer et al., 2017, p. 463).

In other words, peer feedback occurs when one student offers feedback to another student who shares the same educational level which ensures a better way of learning. The use of peer feedback technique in classroom has a number of considerable benefits.

➤ Peer feedback minimizes students' anxiety rate and helps them get rid of the fear of being criticized because they see their peers less threatening and more understanding than teachers. Thus, they will learn how to accept others' points of view with pleasure(Tsui & Ng, 2000, p. 148).

➤ Peer feedback encourages students' own review and maximizes self-autonomy. It enables them to be aware of their own achievements and their peers work; knowing their weaknesses and strengths and how to deal with them. McConnell (2002) advocated that "collaborative assessment moves students away from dependence on instructions as the only, or major, source of judgment about the quality of learning to a more autonomous and independent situation where each individual develops the experience, know-how, and skills to assess their own learning"(p. 89).

➤ Peer feedback technique also proves fruitful in boosting the clarity of the review process which results in improving learners' self-confidence. When learners engage in this process, both receivers and givers of feedback benefit and realize greater achievements which make them more confident about themselves(Smith et al., 2002, p. 79).

➤ Peer feedback fosters students' learning and achievement by offering them a chance to experience new roles in the classroom. According to Richards and Rodgers (2014) students can take part in different roles such as tutors, checkers, recorders and information sharers of their peers while at the same time, peer review enhances a sense of audience, because it encourages authentic learning. Therefore, when learners

experience being more than just receivers of information, they will be so motivated to work and perform better in various learning situations.

1.2.4.2 Negotiation of Meaning

Negotiation of meaning is an aspect which occupies an important place in peer interaction. It is "the skill of communicating ideas clearly including the way participants signal understanding during an exchange" (Bygate, 1987, p. 67). Furthermore, Ellis and Barkhuizen (2005) added that negotiation of meaning "refers to the conversational exchanges that arise when interlocutors seek to prevent a communicative impasse occurring or to remedy an actual impasse that has arisen". In other words, negotiation of meaning takes place when learners ask for more details in order to comprehend a certain message; thus, speakers are required to be aware of their speech, provide comprehensible output, and make linguistic adjustments in syntax, vocabulary, and meaning to clarify the idea and keep interaction going (pp. 166-167).

Negotiation of meaning has an integral role in language learning development. It is an essential feature in classroom. According to Mackey (2013) "negotiation can help learners to notice the mismatches between the input and their own inter-language – an initial step in L2 development". That is to say, this interactive aspect has great importance as it is considered the key step in promoting language learning (p. 13). It gives opportunity for learners to see the difference between what they produce as output and what input they perceive. It helps them promote input to become more comprehensible, and encourages them to adjust, manipulate, and modify their own linguistic output (Mackey, 2013, pp. 13-14).

Long (1996, pp. 445-454), on the other side, provided a detailed discussion on interaction in which he declared that the role of negotiation is to:

1- Make input understandable without simplifying.

2- Break the input into smaller digestive pieces.

3- Raise awareness of formal features of the input.

4- Give students the chance for direct learning of new forms.

5- Provide a "scaffold" within which learners can produce increasingly complex utterances.

6- Push learners to express themselves more clearly and precisely "pushed output".

7- Make learners more sensitive to their need to be comprehensible.

1.2.5 Advantages of Peer Work

In teaching EFL, the use of peer work in classrooms has many advantages in various pedagogical areas.

➢ Through peer work, learners will perform well and develop their SL.Allwright et al. (1991) declared that "not only did the learners in pairs get more turns [...], but they also perform a wider range of communicative functions with the language"(p. 147).

➢ Peer work promotes collaboration and negotiation among learners and creates a sense of belonging to a learning community which minimizes learners' isolation (Harmer, 2001, p.117).

➢ Peer work provides learners with appropriate challenges aiming at meeting their needs and previously stated objectives. According to Lakey (2010), peer work "can create a system in which amazing number of needs can be met" (p. 43).

➢ Peer work presents different information to learners since many students are joining the discussion; therefore, more diversity of ideas, perspectives, thoughts, and experiences are exposed to help them broaden their views and knowledge (Harmer, 2001, p. 117).

However, to achieve a successful group work, teachers should organize their students well. To do so, different types of grouping are suggested:

- ➢ Grouping by ability (Homogeneous grouping): it occurs when the teacher arranges students of the same ability level, achievements, and characteristics together in a group. It makes students feel comfortable and challenged to work, as well as it helps low students to feel less intimidated by advanced students (Harmer, 2001, p. 121).

- ➢ Grouping by random: this type of grouping is the easiest one to form; it does not require pre-planning from the part of the teacher. He just calls the names randomly from the list, or relies on students' sitting place (Harmer, 2001, p. 121). It looks advantageous for students with low abilities because they will learn from advanced level students' knowledge and skills (Jacobs et al., 2006, p. 156)

- ➢ Grouping by preferences: in this type of grouping, students are given the chance to choose with whom they are going to work. Probably, they are going to choose their friends, the ones they feel comfortable with, or those with the same working style(Jacobs et al., 2006, p. 156).

1.2.6 Peer Interaction Patterns in Collaborative Writing

Storch (2002) has described four dyadic interaction patterns generated with two intersecting continua: 'equality' and 'mutuality'. Studies have shown that pairs or groups displaying collaborative or expert/novice stances experienced more knowledge transfer and greater language learning than pairs or groups that displayed dominant/dominant and dominant/passive stances (Storch, 2002). Although prior studies have provided insights into the factors (e.g. pairing method, L2 proficiency, task type) that influence patterns of interaction (Fernández Dobao, 2012).Very few studies (e.g. Chen and Yu (2019)) have addressed learners' affective factors (e.g. learner motivation, attitude, and personality). Among the limited collaborative writing research that has addressed affective factors, Chen and Yu (2019) compared patterns of interaction for students with contrasting attitudes towards collaborative writing, as well as their language learning opportunities (quantity of

language-related dialogues and quality of engagement in solving the language-related problems) over multiple observations. Their study found students' attitudes may change based on the levels of exposure to the activities and positive attitudes led to more learning opportunities. However, their study primarily drew attention to the role of attitude in affecting patterns of interaction and language learning opportunities. Thus, it remains unclear how learners' positive attitudes may or may not tie into the motivation that is necessary to help them accomplish their goals during the collaborative writing process.

Due to its role in effective learning, motivation is a central concern in L2 writing classrooms. Research into motivation has adopted a dynamic systems perspective that integrates factors related to the learner, the learning task, and the learning environment into one complex system (Csizér & Dörnyei, 2005). However, existing research on L2 writing motivation mainly addresses how best to promote it through methods such as adopting journal writing as a self-assessment technique or assigning interesting writing topics (e.g.(Hyland, 2007)). Very limited research has addressed students' motivation in collaborative writing. One such study, conducted by Storch (2004), found that learners' motives and goals are related to their patterns of interaction and the relationships that they form as they collaborate on writing tasks.

1.2.7 Theories in Support to Peer Interaction.

In this section, the focus is directed to theories and researches viewing learner-learner interaction in relation to the writing skill. These include perspectives of Johnson and Johnson, Long, Swain, and Vygotsky.

1.2.7.1 Cooperative Learning: Johnson And Johnson

According to Johnson (2005): "Cooperative learning is the instructional use of small groups so students work together to maximize their own and each other's learning"(pp. 285-86). Johnson (2005) also clarified what the process of cooperative learning accomplishes.

Through experiencing cooperative learning in all subject areas and grade levels, students gain a cognitive understanding of the nature of cooperation, of mutuality, procedural competencies of how to initiate and maintain cooperative efforts, and the emotional commitment to attitudes and values underlying cooperation and mutuality (e.g., valuing the well-being of collaborators and one-self, promoting the common good) (p. 286).

In theory, the educational support of student interaction in the process of writing and peer review is found in the understanding of cooperative learning. Cooperative learning, as defined by the Cooperative Learning Centre at the University of Minnesota "is a relationship with a group of students that requires positive interdependence, individual accountability, interpersonal skills, face-to-face promotional interaction, and processing". The work of Johnson And Johnson has been instrumental in this area of educational research and theory. The authors' basic premise around cooperative learning can be found in a quote from Montagu (1965): "Without the cooperation of its members, society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible.... It was not an advantageous individual here and there who did so, but the group". In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group. Johnson And Johnson brought clarity to the idea that cooperative learning has life-long benefits and practical uses. It behoves a high school student to practice these skills for their preparation in an engaged adult life. Beyond the connections that cooperative learning makes one becoming a lifelong learner, Johnson and Johnson's observations have also shown immediate benefits for students and their learning community. Research has shown that cooperative learning increases student achievement, improves how they feel about school and the teacher, fosters a positive relationship with self and peers, and develops self-esteem Johnson (2005).

1.2.7.2 The Interaction Hypothesis

Interaction Hypothesis emphasizes the role of negotiated interaction in language development.), Negotiation of meaning triggers interactional adjustment and facilitates language acquisition because it connects input, internal learner capacities and output in production ways(Doughty & Long, 2003) . According to Long (1983a; 1983b), for language acquisition to occur, learners should be afforded ample opportunities to negotiate meaning to prevent a communicative breakdown. Negotiation raises learners' awareness of those language features which do not match the standard of the target language and the parts beyond them (Gass, 1997). Through negotiation, learners obtain feedback from interlocutors on their language output in the forms of the conversational adjustments. The feedback serves as an indication for learners to modify their production. Gass and Varonis (1994) discussed the importance of negotiated interaction in promoting second language acquisition; they claimed that it:

> "…crucially focuses the learner's attention on the parts of the discourse that are problematic, either from a productive or receptive point of view. Attention in turn is what allows learners to notice the gap between what they produce/ know and what is produced by other speakers of the second language. The perception of a gap or mismatch may lead to grammar re-structuring" (p.299).

The Interaction Hypothesis by Long (1996) is based on the following propositions: Comprehensible input that is a necessary but not sufficient condition for acquisition and is one of several processes required for acquisition to occur. Learners need to attend, notice and consciously perceive mismatches between input and their output in order for input to become intake. Meaning negotiation during interaction promotes noticing. Negative feedback gained during negotiation work may be facilitative of second language development and necessary for particular structures.

Skehan and Foster (2001) also stated that collaborative interaction provides the negotiation of meaning, an important feature of interaction. According to Long (1981), speakers can modify the input or structure the interaction by using interactional strategies to avoid conversational trouble or repair misunderstandings. Such behaviours represent ways in which participants in a conversation collaborate in order to communicate effectively(Dörnyei & Scott, 1997) and also probably provide comprehensible input (Krashen, 1985). According to Gass and Torres (2005), negotiation is the first step to learning and is one part of interaction. Interaction is essential condition for second language acquisition because it modifies speeches and interaction patterns to help learners participate in a conversation (Lightbown & Spada, 2006).

Therefore, Interaction Hypothesis considers conversational exchanges to prevent a communicative breakdown. Acquisition is promoted when the input is made comprehensible through arising interactional modifications from meaning negotiation. Long (1983a, 1983b, 1996) emphasized the crucial role of the process of negotiation on learning. Negotiation, be it the "modification and restructuring of interaction occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility". Pica has a number of beneficial effects. Firstly, it aids in increasing understanding, and thus results in learners receiving more, and more comprehensible input, necessary for learning to take place. Negotiation exchanges are said to result in 'denser' than average speech, with more repetitions, reformulations, expansions, extra stress, and a range of other features. All of them increase frequency and saliency of aspects of the input. Learners are also more likely to benefit from this enhanced input as they have at least partial control over the semantic content of the interaction and can thus free form paying attention to form in the input. Secondly, interaction takes place in a context that is meaningful to the interlocutors. From this context learners derive a degree of support which helps them in their understanding as

well as in getting their meaning across. They also derive support from their conversation partners who may supply words, or restate utterances, and in doing so provide scaffolding, allowing learners to express meaning they would otherwise be unable to. Next, interaction can also lead to the occurrence of negative feedback i.e. information about what is and is not understandable and/or correct in a speaker's output. Negative feedback is generally facilitated of SL acquisition. (Gass 1997; Gass & Varonis, 1994) argued that since such negative feedback is situated in a communicative context and is thus linked to actual communicative goals, it is more likely to be usable to the learner, it necessarily contrasts different linguistic forms and encourages learners to understand the differences (Schmidt, 1990).

1.2.7.3 The output Hypothesis

Learners can improve their language level through producing output – in written or spoken forms. Swain summarized the role of output in three points. Firstly, the need to produce output in the process of negotiating precise, coherent and appropriate meaning encourages learners to develop the necessary grammatical resources. Secondly, output provides learners with opportunities to try out hypotheses to see if they work. Thirdly, production helps to force learners to move from semantic to syntactic processing. Long (1985; 1996) suggested that "second language interaction can facilitate development by providing opportunities for learners to receive comprehensible input and negative feedback, as well as modify their own output, test hypotheses and notice gaps in their inter-language" (Mackey, 2013, p. 380). Swain (1985, p 249) particularly emphasized that language output can contribute to language acquisition, only when learners are pushed to use, improve and develop the target language.

In short, students do not achieve native like productive competence "not because their comprehensible input is limited but because their comprehensible output is limited". The reason is that students are simply not provided with adequate opportunities to use the target

language in the classroom. Swain's Output Hypothesis also emphasizes the importance of feedback. She believed that learners can improve the accuracy of output if they receive feedback from their teachers. So language teachers should offer adequate input, manage to push the students to produce the target language by giving more opportunities and much more practice time to students during the process of language learning. Moreover, input and output of language are the most important factors towards the successful learning of a second language. According to Cook (2000), for acquisition to take place, learners have to be able to absorb the appropriate parts of the input. With more comprehensible inputs, they can gain more proficiency in the target language. Swain (1985 cited in Gass, 1997, p.138) posited that learners need more opportunities for meaningful use of their linguistic resources to achieve full grammatical competence. To produce comprehensible output, they would be pushed to be more accurate and to pay attention to both form and meaning, and in doing so move from semantic to syntactic processing.

For Swain (1985), output in second language may simply be the practical application of the existing language acquired by learners. She also emphasized the role of outcome in second language acquisition. There are three aspects of interactional features: input, production and feedback. It means that interaction implies improving the quantity and quality of input, production and feedback. In Ellis's (1997, p. 159) view, input is data that the second language learner hears, and intake is some of the second language features assimilated and fed into the inter-language system.

1.2.7.4 The Socio-Cultural Theory

According to socio-cultural theory, human cognitive development is a socially situated activity mediated by language (Vygotsky, 1978), that is, knowledge is socially constructed by interaction and is then internalized. Individuals learn how to carry out a new function with the help of an expert (in an expert/novice pair) and then they can perform it

individually. Vygotsky established two levels of development: the developmental level of a novice, that is, the level of what an individual can do without help, and the potential level of development, or what that individual can do with the help of an expert. The distance between the two is known as the ZPD and is considered as a key variable in intellectual development. If the distance between the two levels is so great that it cannot be bridged, then no development will occur.

The dialogic process by means of which a speaker helps another speaker to bridge the gap and perform a new function is known as scaffolding, and includes the social and affective support mutually provided by participants during interaction (Ellis, 2000). Recent studies (Storch, 2002; Swain & Lapkin, 2002) demonstrated the impact of peer-peer dialogue on second language learning. Through interaction learners regulate or restructure their knowledge; therefore, learning, cognition and interaction are closely connected (Esteve & Cañada, 2001). Thus, the socio-cultural approach claims that interaction is an opportunity to learn. During interaction, learners are given the possibility to develop not only their linguistic skills but their cognitive and problem solving capacities as well. Participants build knowledge through metatalk as they perform the task, and the interaction reveals the mental processes of the interactants, the support they provide to each other, as well as the mechanisms they use to adjust the complexity of the task facilitating its regulation.

Verbalization is seen as a crucial aspect of collaborative dialogue. Swain (2000) claimed that verbalization is a powerful cognitive tool for mediating the internalization of meaning created and announced that collaborative dialogue is particularly useful for learning language processes as well as grammatical aspects of language. Task research within the socio-cultural framework has been to demonstrate how scaffolding could help learners reach a satisfying solution when performing a task. Donato (1994) described how a group of students was able to produce jointly a specific grammar structure although none of them was

able to do it individually. The constructed knowledge in collaboration was internalized and could be used individually on subsequent occasions.

Empirical studies of peer revision in writing classes suggested that certain students' attitudes and behaviours are more facilitative than others in providing support. Showing affectivity, making effective use of discourse strategies such as advising, eliciting and requesting clarification, and using the L1 to maintain control of the task have been identified as facilitative language learning processes (Swain & Lapkin, 2000; Villamil & De Guerrero, 1996). In this context, it should be pointed out that the use of the L1 can be an essential support to deal effectively with task demands. Brooks and Donato (1994) observed that learners used the L1 to initiate and sustain oral interaction when they attempted to produce the L2, suggesting that L1 use is a normal psycholinguistic process that facilitates L2 production. Antón and DiCamilla (1999) explained that during the exchange, "utterances in L1 mediate the cognitive processes that learners use in problem solving tasks to reflect on the content and the form of the text"(P .238). The L1 is used both to generate content and to reflect on the material, thus fostering scaffolding. It is important for establishing and maintaining inter-subjectivity and serves the purpose of externalizing private speech, the speech used when a task is cognitively difficult. Swain and Lapkin (2000) found that, when used within a pedagogical context, different task types may provide greater or lesser needs for different uses of the L1.

Thus, the concept of output has been extended to be considered as a socially constructed cognitive tool. As such, dialogue serves to learn the L2 by mediating its own construction (Swain, 2000, p 112). By means of external speech, internalization of knowledge is facilitated. This position is an additional reason in favour of the use of collaborative work in L2 learning.

Conclusion

As far as peer interaction is concerned, it seems very essential in the acquisition of a foreign language. It is also a pillar for developing the four skills. It has aspects as well as patterns which lead to better understanding and acquisition of a foreign language. As being stated previously by different theorists, peer interaction needs specific grouping patterns and unique materials to be implemented in the teaching/learning process. It could come in the form of peer feedback or peer review in cooperative and collaborative writings where it is best practiced and modelled; as it could be embedded in the negotiation of meaning. It needs to be generated and patterned mutually or equally by interacting individuals being dominant/dominant or dominant/passive, collaborative or expert/novice so that to provide skills and knowledge.

All in all, many researches assumed that peer interaction has a great role on enhancing language skills. So far, it has an impact on the writing skill, but how does it help in its development? What are possible implementations of peer interaction that would be successful rather than frustrating for students? That is the main interest in the following chapter.

Chapter Two: The Study

Introduction

In our research, we would like to find out the impact of peer interaction on developing the writing skill of trainees in the field of Vocational training. The module of English is considered as part of English for Specific purposes in this field. ESP has been referred to as 'applied ELT' because the content and aims of any course are determined by the needs of a specific group of learners. In the light of the previous lines, we set out a study that is concerned with determining the impact of peer interaction (online and face-to-face) on developing some writing tasks. We tried to focus on some topics that are useful for the target group which is at its end studies to get a superior technician in informatics. To answer the research questions and achieve the aims of the study, this chapter was divided into three sections. The first one discussed the methodological aspects of the research. The second one contained data analysis and research findings and the third one dealt with a discussion of results, recommendations and the limitations of the study.

Section One: Methodological Issues

2.1.1 Setting

The research study has taken place at the INSFP-Mila where the group members subscribed to the course through the Canvas LMS. The process has been done online applying peer interaction virtually via internet platform and face to face in the classroom. The whole period is divided into eight weeks:

➢ The first two weeks have been devoted to enrolment on the platform and training how to use the different features which are offered by Canvas LMS.

➢ The other weeks have been allocated to the topic of writing a paragraph and its related peer interaction tasks. The course content on the platform addresses other topics such as writing an email; writing a 'Cover-Letter' and a CV (Curriculum Vitae).

As it was stated previously, the whole period has taken place during the second semester of the academic year 2021/2022 at the INSFP-Mila. The researcher explained the current study's objectives, and asked if they could make access to the trainees who were undergoing the training in fourth and fifth semesters. Having received the principal's agreement, the researchers met the classes to explain the present study's objectives for the participants. One of the researchers (Said Laouar) is the English teacher of these participants. The other (Fenineche Cherif) is a computer engineer who knows well the Canvas platform and took charge of training the participants and the teacher to use it in implementing the course. Finally, they ensured that the participants' identities would remain confidential and they will be informed with the final findings.

2.1.2 Population and Sampling

The research population targeted superior technicians at the INSFP-Mila. The total number of population is about 600 learners, including all modes of training. The whole population is organized into specialty groups not exceeding 35 per group. Limiting the group

size is generally known about the field of vocational training as a policy of the Ministry of Vocational Training and Education. To follow a convenient sampling method, it was important to identify the reasons behind choosing this population. The principal reason to select the participants was their availability to the researcher and their knowledge about ICT(Information and Communication Technology). Trainees of informatics stream were supposed to be familiar with the computer and the internet. Hence, this made their training efficient in terms of time and effort. The participants list included both males (11) and females (26) aged from 18 to 40 years. They were studying English on the basis of a given syllabus that was previously set by experts from the ministry. These trainees are supposed to have the appropriate level of general English which allows them to learn technical English and were supposed to have the appropriate prerequisite (being learned at both Middle and Secondary Schools) to deal with any piece of writing. Moreover, the set topics in this research were chosen thoroughly according to their needs as Superior Technicians in Informatics. This study employed a pre-test/post-test design for two groups: a control group and an experimental one .As a result, the group of apprentices (consists of 23 apprentices among which just 18 of them were subject to the research) was considered as the control group. The group of trainees (consists of 42 trainees among which just 19 of them participated in this experiment) formed the experimental group. The research sample is composed of 19 trainees from both 4th and 5th semester specializing in Informatics/ Database option as an experimental group, and a group of 18 apprentices composing a control group represented by 3rd semester apprentices of Informatics/ Web Developer option at the same institution. The selection of the 19 trainees, from the total number of the experimental group, was done randomly considering their free will to participate in the tasks.

2.1.3 Research Method and Design

As, in the present study, the quantitative data were followed and supplemented by the qualitative data, the design was considered as an exploratory mixed-methods design. According to Riazi and Candlin (2014), one of the outstanding features of the mixed-methods design is triangulation. Through triangulation, researchers get better and more accurate insights into the topic under research by approaching it from different perspectives, using different methods and techniques. Hence, to further our understanding of the effects of peer interaction on the improvement of trainees writing skills, a mixed-methods approach was employed.

In the first phase, the researcher used a quantitative approach which is a research that focuses on explaining cause and effect relationships, studies a small number of variables and uses numerical data. This research used numerical data to test hypothesis. By using an experimental method, the researcher could conduct the effect of the independent variable over the dependent variable. In this research, the researcher focused on improving students' writing of a paragraph.

The experimental group design is divided into three main types: pre experimental ,quasi-experimental, and true experimental. The quasi-experimental design is chosen to be used in this study because of its purposeful sampling. As it was stated previously, the sample was divided into two groups: an experimental and a control group. In this research, the experimental group was the one which was submitted to the treatment (peer interaction). In other words, the experimental group is given the opportunity to interact via Canvas and inside class, while the control group did not submit to any treatment.

Experimental Group: O1XO2.

Control Group: O1   O2.

Notes: O1: Pre-test   X: Treatment.   O2 : Post-test

At the second phase, the researchers used a qualitative approach based on observing the experimental group members during a writing task to collect qualitative data concerning their interaction experience in paragraph writing.

2.1.4 Instruments and Tools

The effect on students' learning was proved by two kinds of instruments. There were two writing tests, and an observation to shed the light and demonstrate the trainees' experience inside the classroom as well as on Canvas platform. In this research, the researcher used observation and written tests. Tests were used to measure the trainees' achievement in paragraph writing tasks. The observation was done by both researchers in the classroom during the writing tasks and through the Canvas LMS.

First, the English written tests were designed in parallel to be administered as a pre-test and a post-test. In both tests trainees were required to write a paragraph (see Appendix N°2).

Throughout the experiment, the researcher ensured that all the participants in the experimental group had a Smartphone or a laptop to connect to the web and install Canvas student App or access to Canvas through a web browser such as Google Chrome, Mozilla Firefox, Opera,… etc..

The Canvas LMS is an online site that links lecturers and students. An LMS enables teachers provide learning resources as well as maximize collaborative features such as discussion of the themes, shared files and forums (Adzharuddin & Ling, 2013). (Azizah, 2020) defines LMS as a website-based integrative learning management system. LMS has a variety of types that are still used today.

The Canvas by Instructure app is the mobile version of Canvas that helps a user stay updated with courses anywhere. Any user can access this app on the web or from play store

(android users) or app store (iOS users). Students, teachers, or even parents can access Canvas via a mobile phone or a personal computer. Canvas is a learning tool that supports instructor's innovation, student's engagement, and widespread connection and collaboration. It is an application that is not yet used by most people, especially in education, because it is the latest learning application.

Canvas has many features that fully support integrated learning and teaching management, such as dashboard, courses, calendar, announcements, syllabus, modules, discussion, conference, collaboration application feature, and many more. Canvas features are as follows:

➢ **Dashboard:** The Canvas dashboard gives every user a personalized view of the most recent, most important details of the course that makes it a lot easier to remain on a given assignment and focus on learning.

➢ **Courses:** Courses feature can be used by students to share, interact and explore ideas as part of a member. Its functionality allows members to share files, talk live or asynchronous and collaborate with peers. This feature is used to learn and stay updated with the most recent announcement of classes, syllabuses, quizzes, grades, modules, discussions, conferences and collaborations with other networks.

➢ **Calendar:** This feature is used for classes, groups, or personal activities or events, creating and representing any date-related data. The Calendar is both a programming and an information-sharing tool. It displays the teaching agenda so that the students can remember more easily the date of the subject and the due-date assignment.

➢ **Announcements:** In the Announcements feature, you can see all the notifications in your course. Announcements are presented in a reverse chronological order with the latest appearing first and the oldest announcements appearing at the bottom.

- **Syllabus:** This feature enables users to share a course outline, class instructions, weekly reminders, and other important information. The Syllabus in Canvas makes it easy to tell students exactly what they will need to do during the course chronologically.

- **Modules:** They allow instructors to arrange content to help monitor the course flow. Modules are used to arrange course materials by weeks, units or other organizational structures. Modules basically create a one-way linear flow of what students can do in a course. Every module can contain files, discussions, assignments, quizzes and other learning materials. Module features may be added to the course from existing content or new content shells in the modules.

- **Discussions:** This feature will help students think more deeply about the material through discussions. Discussions allow interactive contact between two or more people; users may take part in discussions with a whole class or community. Discussions can also be conducted within student groups.

- **Conferences:** It is a feature of canvas where users can conduct synchronous virtual meetings with all students and teachers in a course. Conference allows users to broadcast audio and video in real time, exchange presentations and communicate with other users.

- **Collaboration:** Collaborative technology allows multiple users to work together on the same document at the same time. Collaborative documents are stored in real time ensuring that any change made by any of its users will be instantly available to all.

To conclude, peer learning interactions can be implemented in Canvas through a variety of ways to encourage peer learning. Discussions, groups, collaborative document, peer review and conferences are examples of such ways of peer interactions which might have an impact on developing trainees' writing skill.

Wiersma and Jurs (2009) stated that "construct validity refers to theoretical construct or trait being measured, but not to the technical construction of the test"(p. 358). To fulfil the construction of validity, the researcher constructed the instrument consisting on some specific indicators. To score students' writing test, the researcher used Weigles' (2002) scoring rubric (P. 190) (see appendix N°1).

2.1.5 Research Procedure and Data Collection

After determining the sample groups, they were asked to write a well structured paragraph in either the pre-test or the post-test. In the pre-test trainees and apprentices were asked to write about Covid19 effects on their lives. Whereas, the post-test was writing about the impact of social media on one's life and which social media they use most (see Appendix N°2). A 60 minute-session was the allocated time for each test with the total score of 20 points which was done inside class being handwritten or a word document to be sent by email. In scoring the test, the teacher (Said LAOUAR) was in charge of doing this on the basis of a scoring sheet which was set into a rubric with the help of another English teacher to ensure the fairness of the results(see Appendix N°11,12,13 and 14). The criteria used in the scoring are: a topic sentence(T.S);supporting details(S.Dt);a concluding sentence(C.S);clarity, coherence and style(CCS);mechanics and form (MF). The obtained results were recorded to be analysed (see Appendix N°8, 9 and 10).

Second, the course was implemented on Canvas platform; the researchers have shared its link (https://canvas.instructure.com/enroll and the joining Code 6GJR36) and invited trainees to join it. This was realized utilizing the feature of 'Groups' in Canvas. Then, trainees submitted to training about Canvas features for two weeks (see Appendices N°3 and 7).

Third, the experimental group was given a set of tasks to do as treatments (see Appendices N° 4, 6, 7). The first one was a group discussion about a set of topics.

The second one was a peer review assignment, each trainee was asked to write a paragraph and review two paragraphs of his/her classmates. The third one was a pair work collaborative paragraph writing activity. These treatments have lasted for six weeks, two weeks for each one. By doing so, students could study the process of writing a paragraph, and have time to find a way out whenever they faced problems with their writings. Moreover, it is the students' responsibility to make their decision whether to use comments from peers in revising the second draft or not. During this period and as for qualitative data, the trainees were subject to online and in-class observations. On week 8, the intervention was followed by the post-test for both groups. Last but not least, quantitative and qualitative data were analysed and results were interpreted.

Figure.5

Summary of The research Procedure.
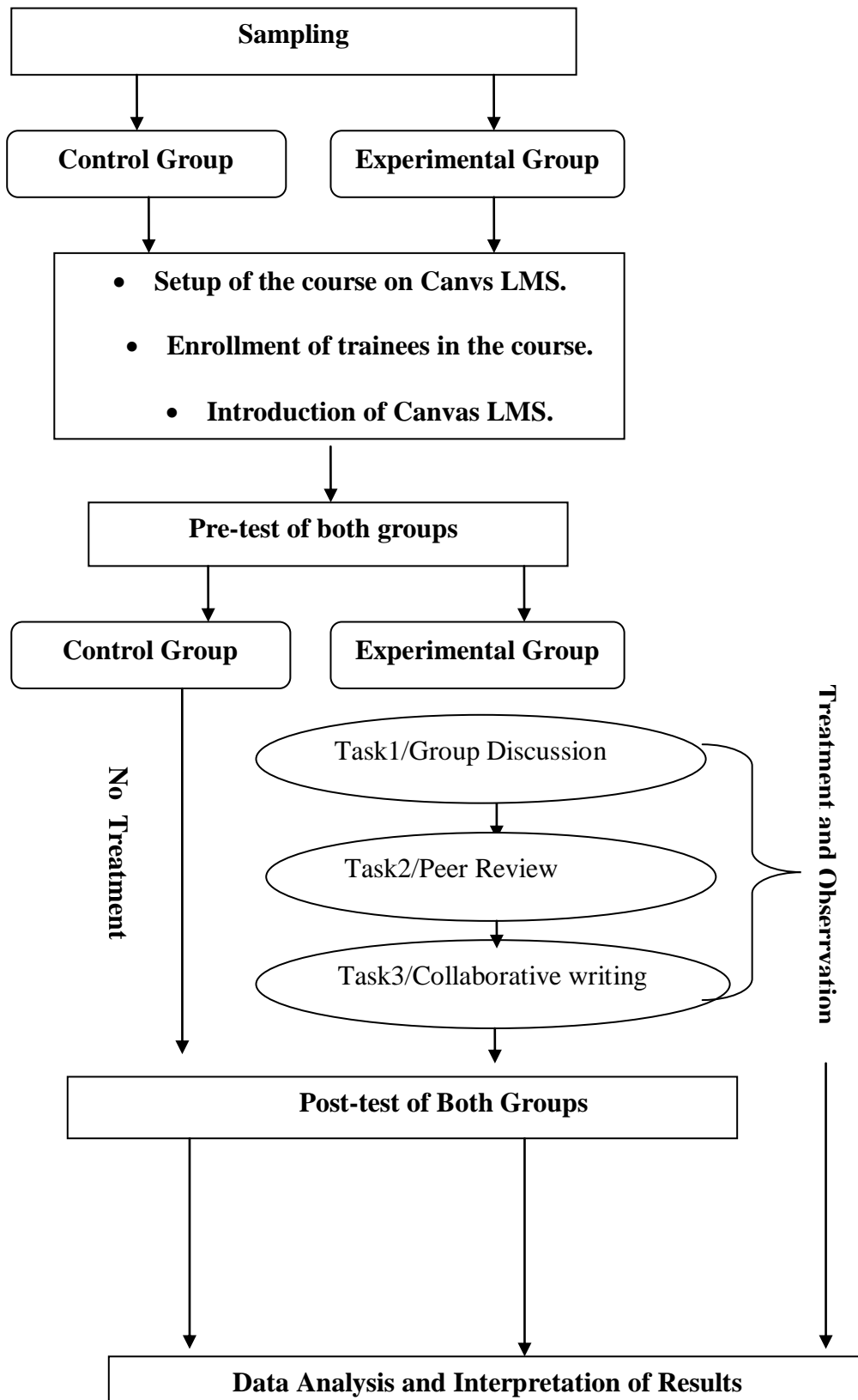
2.1.6 Data Analysis Techniques

For the numerical data gathered in pre-test and post-tests, statistical measures were used in the data analysis.

2.1.6.1 Descriptive analysis

Descriptive analysis employed the result of the mean and the standard deviation score. Hatch indicated that the descriptive analysis is statistics used to summarize data. The data analysis was aimed at describing the result of the mean and standard deviation score.

a. Mean and standard deviation

Hatch and Farhady (1982) stated that the mean is the commonly used measure because the mean takes all scores into account. The Mean is the same as the average scores. The higher the Mean value is, the higher the level of group attainment will be. However, the lower the Mean value is, the lower the level of groups' attainment will be. In addition, Hatch and Farhady (1982) stated that standard deviation is used to measure variability. The larger the standard deviation, the more variability from the central points in the distribution (heterogeneous) and the smaller the standard deviation, the closer the distribution is to the central point (homogeneous) (p. 57).

1.8.2. **Inferential Analysis**

The inferential statistics were focussed to answer the question on problems formulation, whether there was a significant difference in trainees' achievement before and after treatment by using peer interaction technique. The kind of statistics used was the test of homogeneity and the test of hypothesis.

a. Test of homogeneity

This test was used to analyse whether the sample variance is homogeneous or not. In this study, the test of homogeneity was done by using SPSS version 26.0 of Windows computer programs. The test was considered homogeneous if the level of significance is more than $0.05 (sig > 0.05)$.

b. Test of hypothesis

in order to test the hypothesis three comparisons were employed: (1) The pre-test result of the control group was compared with that of the experimental group.

(2) The post-test result of the control group was compared with that of the experimental group.

(3) The pre-test result of the experimental group was compared with its post-test. All the comparisons were conducted by using independent samples T-Test and Paired Samples T-Test with the assistance of the SPSS 26.

1.8.3. Content analysis:

The qualitative data were gathered from the observation of using peer interaction in the writing tasks, they were analysed by using content analysis technique, mainly the extraction of themes and narration.

Section Two: Data Analysis and Research Findings.

2.2.1. Description and Analysis of the Results

All of the collected data in this research were classified into two kinds: quantitative and qualitative data. The quantitative data were taken from testing both the experimental and the control groups. These groups consisted correspondingly of 19 trainees and 18 apprentices. The qualitative data were taken from observing attitudes of members from the experimental group throughout the whole experiment by implementing peer interaction in carrying out the written tasks on the platform and in the classroom.

2.2.2 Research Findings

2.2.2.1 Pre-Test and Post-Test Findings

Data obtained from the pre-test and the post-test were analysed using descriptive and inferential statistics (see Appendix N°8, 9).

Three comparisons were employed: firstly, the pre-test result of the control group was compared with that of the experimental group. Secondly, the post-test result of the control group was compared with that of the experimental group. Lastly, the pre-test and the post-test results of the same group were compared to their development.

All the comparisons were conducted by using independent samples T-test and Paired Samples T-test.

Table 1 underneath describes the results of an independent samples T- test which was conducted to compare the experimental and control groups' Mean scores of the pre-test before the treatment.

Table1

Results of Both Groups in Paragraph Writing Performance before The treatment.

Test	Group	N	Mean	Std. Deviation	Mean difference	t-value	Sig
Pre-test	C.G	18	10.2222	3.08327	0.14620	-0.13454	0.89375
	Ex.G	19	10.3684	3.49937			
Post-test	C.G	18	10.7778	2.93670	2.32749	-2.48456	0.01790
	Ex.G	19	13.1053	2.76174			

As it can be seen in Table1 , the pre-test scores of the experimental group is (M= 10.3684, SD= 3.49937), which is slightly different from the control group, accounting for (M= 10.2222, SD= 3.08327). Nevertheless, there is no substantial difference between the two groups (Sig=0.89375> 0.05) on one hand. This is an indicator of how closely equivalent the two groups were because the experiment would not be reliable if the learners' writing proficiency in both groups was largely divergent. For better understanding see Figure.6 below:

Figure.6

Score criteria Means and Grades Frequencies for both Groups in the Pre-test.
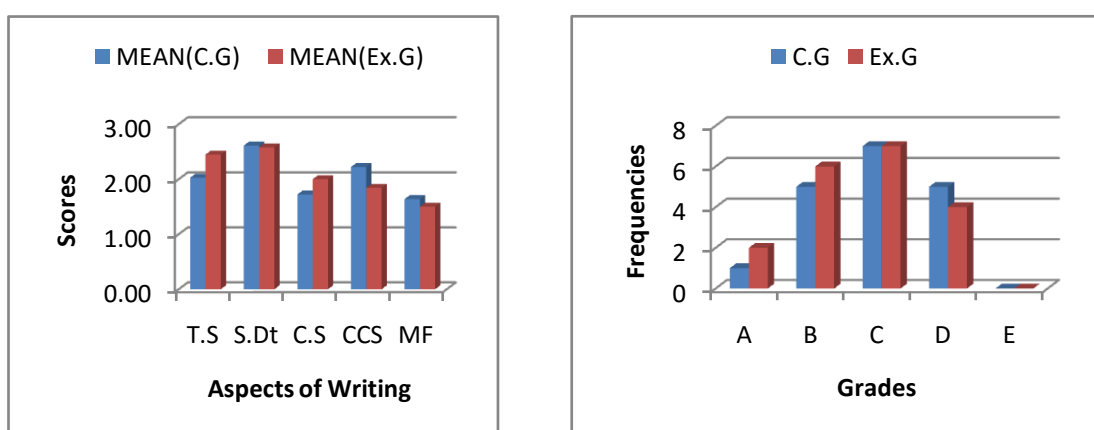
On the other hand, after the application of the treatment (peer interaction tasks) the post-test score for the experimental group is (M= 13.1053, SD= 2.76174), which is very considerably different from that of the control group (sig = 0.01790 < 0.05), accounting for

(M= 10.7778, SD= 2.93670). Therefore, the Experimental group made up better progress

Figure.7

Score Criteria Means and Grades Frequencies for both Groups in the Post-test.
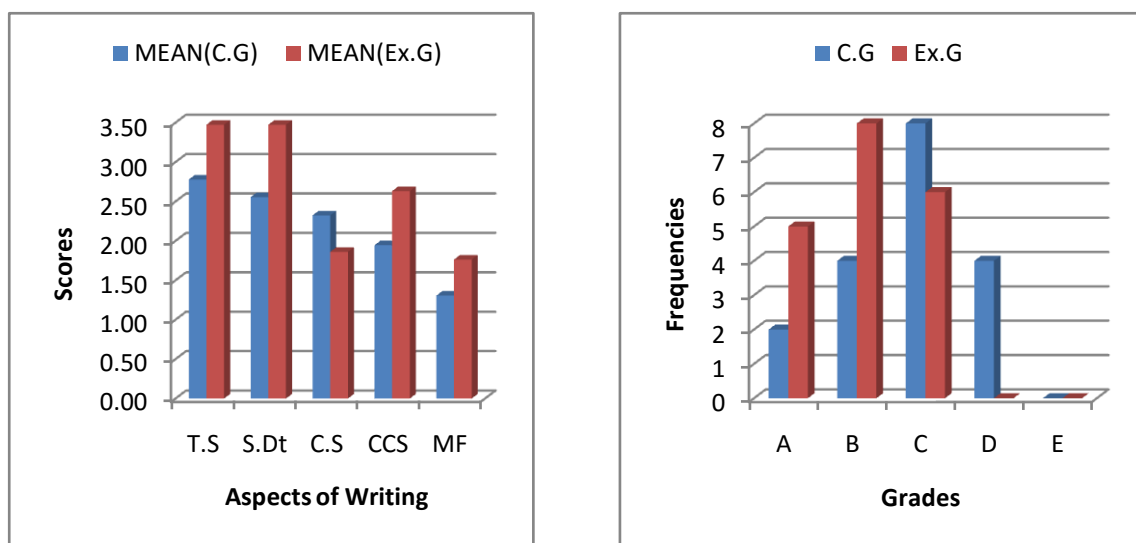
(M= 13.1053>10.7778). The above bar charts show this development clearly.

To see the progress of the subjects within each group after the treatment noticeably, a paired samples T-test was conducted. The data are shown in Table 2 below. Moreover a graphical representation of different scores in both groups was completed to help the reader in the interpretation of results.

Table2

Paired samples T- test Results for both Tests within the Ex.G and the C.G.

Group	Test	Mean	N	Std. Deviation	Mean difference	t-value	Sig
Ex.G	Pre-test	10.3684	19	3.49937	2.73684	-4.57884	0.00023
	Post-test	13.1053	19	2.76174			
C.G	Pre-test	10.2222	18	3.08327	0.55556	-1.74702	0.09867
	Post-test	10.7778	18	2.93670			

This table shows the scores of the same group and it was employed to compare their pre-test scores and post test scores. The results showed that the participants in the experimental group produced greater marks for their post-test paragraph writing with (M= 13.1053) while their pre-test showed (M = 10.3684). It shows a significant difference between the two test scores (Sig=0.00023 < 0.05). Meanwhile, the control group mean scores were observed and found a slight difference, but this difference has no statistical meaning (sig=0.09867> 0.05).

The results of the experimental group indicate a significant development after the treatment, so a Paired Sample T-test was conducted to see deeply the improvement of each scoring criterion. In other words, in which aspects of writing the improvement took place. The data are introduced in Table.3 and presented graphically by bar charts in Figure.8.

Table.3

Paired samples T- test Data of the Ex.G in the Various Aspects of Paragraph Writing

Aspects of Writing	Test	Mean	N	Std. Deviation	t value	Sig.
T.S	Pret-test	2.4474	19	1.16541	-2.79126	0.01206
	Post-test	3.4737	19	0.90483		
S.Dt	Pret-test	2.5789	19	1.01739	-3.92308	0.00100
	Post-test	3.47368	19	0.904828		
C.S	Pret-test	2.0000	19	1.19024	0.74030	0.46866
	Post-test	1.7895	19	1.35724		
CCS	Pret-test	1.8421	19	0.74634	-3.21224	0.00483
	Post-test	2.6316	19	1.11607		
MF	Pret-test	1.5000	19	0.84984	-1.45521	0.16283
	Post-test	1.7632	19	0.75219		

Figure.8

Comparison between Pre-test and Post-test Scores for both Groups.
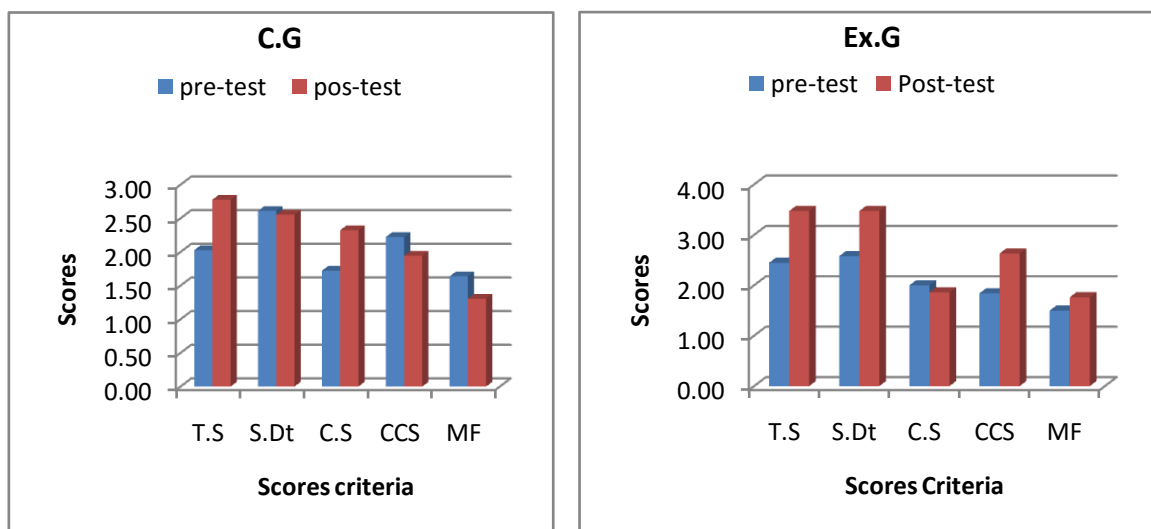
The results show that the trainees produced greater marks in their post-test paragraph writing in three criteria: T.S with (M= 3.4737), S.Dt with (M= 3.4737) and CCS with (M= 3.473) while their pre-test scores correspondingly showed (M = 2.4474), (M = 2.5789) and (M= 1.8421). For the other criteria (C.S, MF), it was seen that the participants did not accomplish better marks in their post-test (M= 1.7895, M=1.7632) compared in that order with their pre-test (M=2.0000, M=1.5000). To conclude, the members of the experimental group have realized a significant development in the areas of T.S, S.Dt and CCS after applying the treatment. So, what is the interpretation of these results? To answer this question and investigate the experience of trainees during peer interaction tasks deeply, it is crucial to bring in the observation findings.

2.2.2.2 The Observation Findings

2.2.2.2.1 In-class Observation

It must be noted here that there has been a general revision that was done about writing a paragraph before doing the task. The teacher was able to observe trainees of the experimental group and make the following notes:

- ✓ Most trainees write automatically without considering whether they are writing a paragraph or an essay.
- ✓ They didn't know the terms and expressions like: the topic sentence, supporting details and the concluding sentence.
- ✓ They knew the notions of: a capital letter, punctuation and the other mechanics, but they mostly ignore the way they apply them in writing.
- ✓ Most of their previous writings were done individually.
- ✓ They have never tried to do a written task collaborating with their mates except in their research papers during the 4th semester in the institute.
- ✓ This was the first time they hear about peer interaction or working with peers.

- ✓ They have welcomed the idea of working together in either producing a piece of writing, finding out mistakes or correcting them.
- ✓ Most trainees were also satisfied about being rewarded by marks in their next half-year test.

The group was then subject to the following writing task in which trainees were asked to work in pairs to find out mistakes contained in the given paragraph. The task was previously given as part of an online discussion task through Canvas to be worked on collaboratively. The task was as follows:

Task. Look at the following paragraph and try to find out what mistakes does it contain? Work in pairs discussing the existence of the following:

- ✓ The indentation
- ✓ Supporting details
- ✓ The topic sentence
- ✓ The concluding sentence
- ✓ Punctuation and capitalization
- ✓ Grammar and spelling mistakes

'I going to tell you about my best friend. Her name is betty. she is tall and has got long hair dark her favourite food is chocolate and her favourite drink is cola her hobbies are writing short stories and looking at TV at the weekend we go shopping in the mall and meet your friends. I'm happy to have such a friend in my life, Its fun!'.

Adapted from (Spratt et al., 2011).

Trainees started working in pairs that were determined by the teacher who knew them very well (having taught them since their 1st semester). During the task, the researcher was observing and monitoring while they were discussing the task. At the meantime, the teacher was taking notes about what was happening and how did they tackle with the activity? The following observations were drawn after having finished:

- ✓ Their interaction patterns were full of mother-tongue interference and little use of English.

- ✓ There were different kinds of peer interaction patterns: especially when working in pairs. Their patterns were as follows:

  - Dominant-passive (Marwa and Linda), (Majda and Malek), (AbdelAziz and Akram). These pairs were working collaboratively.

  - Dominant-dominant (Kawther and Maroua), this pair was working mutually all over the task. The first pair that finished the task finding out almost all the mistakes contained in the paragraph.

  - Passive-passive (Antar, Anis and Dhiaeddine), these trainees were working in a group of three weak members who were not working seriously and were doing other things out of the task.

- ✓ Poor knowledge of English vocabulary in the subject-matter (most of them). There was one trainee in the group of (Antar, Akram and Dhia), who had an application on his phone that translated the paragraph into Arabic by using the camera screenshot.

- ✓ The use of Google Translator and dictionaries is indispensable to understand some new difficult words.

- ✓ Poor knowledge of grammar and spelling, a few of them were able to find out grammar and spelling mistakes.

- ✓ They were confusing between the different forms of writing because they were accustomed to writing according to a given model (product approach).

- ✓ The positive things were that they knew where to put a capital letter, some punctuation like the stops, the exclamation mark and the indentation.

- ✓ They were also able to find out some mistakes in the paragraph.

✓ Most of the trainees had the will to learn about paragraph writing and were motivated enough to discuss the task, especially when they had the opportunity to work together on the same task.

2.2.2.2.2 Observation via Canvas

As a result of observing the teacher, based on the trainees' needs, who has used Canvas as media in teaching paragraph writing and more specifically implemented a set of peer interaction tasks in order to help trainees developing their paragraph writing skill. The observation process was conducted many times in phases according to the progress in the course and tasks.

The first observation was made during two weeks of training sessions, the computer engineer researcher introduced Canvas in general and its features to the teacher and trainees. Specifically, the Canvas features which provide benefits for trainees to share their knowledge and views with peers. Furthermore, its advantages which give the teacher more flexibility to manage trainees into small groups or pairs and giving them assignments accordingly. Trainees and teacher were helped to join the online course. Any member of both groups could join the course, but only members of the Ex.G could participate in peer interaction tasks. The procedure was quite short and some trainees had login problems and other technical struggles related to Canvas Student App and software. Module 0 in the course was designed to provide support for the teacher and trainees. This section of the course includes quizzes and assignments for practice. At the end of the training period, both the teacher and trainees were satisfied about Canvas. They claimed that the application could help them to overcome many teaching and learning problems such as: time conditions, lack of motivation, and management of classroom dynamics. The second observation was employed to investigate trainees' performances and comments in different peer interaction tasks including group discussion, peer review and collaborative writing.

The first task was a group discussion about two paragraphs. The teacher asked trainees to comment on the topic as well as on those of their peers. Most of them participated in the discussion focusing only on commenting about the topic ignoring their peers' comments. Some trainees responded merely using thumbs up. The trainees commented just by repeating what was written about the topic. Then, they used Google toolbar options like writing in Bold or using colours to highlight mistakes. This technique was first used by one of the trainees who was later imitated by the others. In this process, the teacher was guiding them by giving them some hints.

The second task was a peer review. The teacher asked each trainee to write a paragraph and submit it to reviewing from their peers. The allocations of reviewing tasks were planned by him. Trainees did not participate in the task and they found difficulty in submitting their works and reviewing their peers' paragraphs.

The third task was a collaborative writing assignment. A list of Google Docs was created. The whole group was divided in pairs. Each pair was asked to write a paragraph on a shared Google Doc collaboratively and each partner could view changes in real-time. The teacher could observe changes in the document as well viewing the contribution of everyone in the writing process. Only one pair was able to submit the work. Trainees and the teacher felt satisfied, surprised, and liked the idea of collaborative writing through Google Doc. Another very salient feature that attracted the attention of the teacher is user- friendly interface of the application. Moreover, the facility to observe via New Analytics tool the trainees interactions effectively and collecting data about trainees performances (see Appendix N°5). It helps the teacher to better track performance and activity within the course; recognize which trainees have viewed pages, resources and who participated in tasks. In addition to, which ones may need a little more encouragement.

Section Three: Discussion of Results, Implications, Study Limitations and perspectives.

2.3.1 General Discussion

In the lead of the analysis of the collected data throughout the two instruments, a general discussion is very much needed. Accordingly, the results revealed that peer interaction is useful in a writing class. Trainees also showed their satisfaction about the usefulness of peer interaction tasks and Canvas as a convenient virtual space for sharing knowledge and exchanging views.

The trainees of Ex.G, after six weeks of treatment benefiting from peer interaction tasks, have shown an improvement in their writing. Their post-test result also overwhelmed that of the control group and their own pre-test results. So, the experiment results reject the null hypothesis on one side. On the flip side, they confirm the alternative hypothesis which claimed that peer interaction has an impact on developing the writing skill.

With the purpose of measuring the students' writing performance in both groups, the researchers used a paragraph scoring criteria which consists of five main aspects which are: T.S, S.Dt, C.S, CCS and MF; the trainees of Ex.G were able to write their paragraph better in terms of T.S, S.Dt and CCS. For the control group, they also had a better result than that of their pre-test. However, this did not exceed the post test result of the experimental group. This can be explained by the impact of extraneous variables other than peer interaction.

The notes gathered from the observation helped us to recognize why there was some kind of improvement in some aspects, but not in others. Despite the fact that the comments on the platform focused more on the MF of writing a paragraph and trainees showed awareness about this aspect, they performed poorly in this area. Another fact is that trainees' results indicated a slight improvement in MF (difference of means was equal to 0.2632). In a long term, trainees could improve in all areas of writing with an extra time and tasks for practice. The reason behind their abstention during peer review and collaborative tasks on the platform

was not the lack of motivation and non engagement, but it was due to the deficiency and incompetence in realizing such tasks. Moreover, trainees were familiar with the product approach, whereas they reproduced a given model. Trainees were accustomed to individual writings and have never had the chance to interact with peers to review, discuss or collaborate to do a written task.

2.3.2 Implications of the study

The evidence from this study suggests that online peer interaction can be used as a source of an extra varied strategy to teach writing in an ESP class in the domain of vocational training.

During peer interaction tasks, the trainees exhibited a willingness to become critical readers of their peers' written works. The trainees' comments and revisions did not cover all the aspects of paragraph writing and the trainees did not participate in all peer interaction tasks. This could be traced back to the students' insufficient competence in these areas. They could either consider some aspects with more attention in the feedback training sessions or decide to leave others to be handled by the teacher. The results of the study in a vocational training classroom were also apparent that students can learn how to be better writers and improve understanding of the different components of a paragraph being teacher-guided and using peer interaction.

Another implication of this study is that trainees interacted using their mother-tongue inside class because they are incapable of using English and their level is still far from using the language fluently. In addition, they do not use English in communicating inside classes and know a little about classroom language that is needed for interaction. Allowing trainees to use their mother tongue is a precondition as it aids them in understanding and being understood in their oral peer interactions. This advantageous mediator role of L1 in peer collaborations aligns with the socio-cultural theory that language is the most important tool to

mediate language development with social interactions (Lantolf & Thorne, 2006; Vygotsky, 1978).

The study has also shown that Canvas was a valid tool for using peer interaction and giving feedback. This is crucial for vocational training teachers in view of the fact that it provides them with unlimited supplementary time out of the classroom borders. It also offers a solution to the monitoring problems that teachers face when they try to implement such a technique in a large class. Through Canvas, the teacher is able to keep an eye on every single interaction. The teacher can then get involved when he/she realizes that the trainees are providing any wrong information or feedback to their peers.

2.3.3 Limitations of the study

Though, the research has reached the needed objectives, it has major limitations that affected the experiment. First, the absence of students led to a decrease in the size of the sample from 65 to 37 which was not representative enough. Second, time insufficiency, especially so as peer interaction tasks require more time for training. Many other activities were planned, but they were cancelled due to the short time of the study and the non availability of trainees (trainees of 5th semester were preparing their final dissertations).

Third, the study did not take into account the trainees' views and did not call the other teachers in the vocational field to participate in the experiment and share their attributable experience because of time restrictions. Moreover, many other salient features of Canvas were not explored such as anonymous discussions, online conferencing and rewarding through assignment activities. Fourth, the non-availability of the internet was among our greatest and most hindering factors against realizing better results. This was apparent when we wanted to do an online conference to discuss a collaborative writing task, but we ended up with just one trainee being present online. Canvas is an application that requires stable connection to access. Those difficulties normally occurred during the use of Canvas. This

can be overcome by making good preparations before starting the learning session such as preparing the computer, data connection, communication and research about Canvas features.

2.3.4 Future Perspectives

As an extension and a perspective of our research, further study that addresses the relationship between learners' writing proficiency and peer interaction features in the area of vocational training whereas the limitations mentioned previously are treated. To shed more light on the same topic in the domain of teaching English as a foreign language in higher education, a comparative study in the subject matter is recommended. Particularly, in Mila University Centre, teachers and students are familiar with the MOODLE (Modular Object-Oriented Dynamic Learning Environment) E-learning platform and diverse approaches are used in teaching writing at different levels. Actually, the Moodle LMS which is used at the university centre merely shares course contents. The teacher uploads the course on the platform, then it is downloaded by students without any kind of interactions (teacher-student or student-student). Instead, teachers and students communicate through other alternative social media out of Moodle like Facebook and the emails provided that this platform contains all features that enable them to interact and communicate effectively as well as securely. Hence, the reactivation of this platform with its natural features has become an urgent step to promote learning and teaching. If else, teachers might adopt an individual solution to use other platforms like Canvas.

Conclusion

To put it briefly, this chapter is devoted to the practical part of the current study. It is concerned with describing, analysing, and discussing the data gathered from the two tools of the research, namely tests and observation. Indeed, the obtained results demonstrated that peer interaction improved the trainees' writing achievements. In addition, Canvas is a valid media to implement virtual peer interaction and promote the teaching and learning of writing in the field of vocational training.

General Conclusion

The aim of this present study was finding out the impact of peer interaction on the development of paragraph writing performance in an ESP classroom, at the INSFP-Mila. Distinctively, responding to the research questions which included how far peer interaction could improve trainee's paragraph writing, how their experience and attitudes were during the application of peer interaction tasks and how the vocational sector could use an LMS as an alternative to gain time and fulfil the intended objectives of trainings.

To explore the subject matter thoroughly, a literature review was carried out in the first chapter of this dissertation about the two variables of the study. The second chapter tackled with the practical aspect of the study introducing the tools of the research, describing and analysing the gathered data, and discussing the results.

A mixed approach has been used to answer the research questions. A quasi-experimental study was conducted to answer the first one. Then, a careful observation of trainees was done on Canvas platform and in the classroom during the period of carrying out the experiment to answer the other questions.

The obtained results are a confirmation of our previously set hypothesis. They have revealed that the trainees' peer interaction develops their writing skills as an answer to the first research question. As an answer to the second one, learning proved to be better by applying peer interaction. Learning without allowing for time to look at writing with new perspectives like peer interaction is neglecting the opportunity for trainees to acquire valuable skills. Applying peer interaction either face-to-face or via Canvas has also proved to be very significant in developing the ability of writing a paragraph. Thumbs up and highlighting to determine mistakes in a paragraph and other techniques were used as signs for interacting with peers in the online writing tasks on the Canvas platform.

Trainees liked the way they worked together with their peers to improve their writings as part of learner- centred learning to free their capacities which were not used nor realized in traditional classroom instruction which had always been teacher-centred. They also regretted the inexistence of such a platform during the widespread of Covid-19 pandemic in the sector of vocational training. This would, in their point of view, have prevented them to fail the fulfilment of a complete semester from their training period. They hoped that things would be better in this field by applying an LMS to cope with the new options in the world of technology.

The study has also proved that trainees were accustomed to individual writings and have never had the chance to interact with peers to review, discuss or collaborate to do a written task. They have long written according to a model given by their teachers, this is what explains the post-test results in improving some aspects over others. Peer interaction could be a source of valuable feedback and collaboration among trainees. However, it is noteworthy that to optimize the idea of providing useful feedback, the classroom teacher has to prepare the process neatly and carefully.

This work illustrates that peer interaction is a social mediation because it does not only enable the students to correct their errors directly, but also motivate them to search for information and to evaluate their peers' comments indirectly before deciding to make their own revision. Additionally, the present study highlights the significant role of online peer interaction in supporting the trainees to construct knowledge regardless of their level of L2 proficiency. However, a careful monitoring of students' interactions is also needed for the teacher to remind students to prompt a discussion when detecting errors in a peer feedback.

All in all, peer interaction is a time-consuming teaching process, but its benefits are incontestable and applicable to promote trainees' writing skill with their reported passive learning styles and low motivation. The result of this study suggests for vocational training teachers to use Canvas as a support to teach writing because of its user-friendly interface and its peer interaction features. A further experimental study that addresses the relationship between trainees' proficiency levels in writing, Canvas features and peer interaction aspects is necessary to shed more light on how to organize peer interaction efficiently.

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49(4), 461-493.

Appendix N°1: The Score Rubric.

Aspect of writing	Citeria	Score
Topic Sentence (T.S)	Interesting, original topic sentence. Has a specific controlling idea. Clear purpose.	4
	Clearly stated topic sentence presents one main idea.	2
	The topic sentence purpose is unclear. It needs a more specific controlling idea.	1
	Missing, invalid, or inappropriate topic sentence; main idea is missing. There is no controlling idea.	0.5
Supporting Details (S.Dt)	Paragraph has enough supporting sentences and detail sentences (examples) that relate to the topic sentence.	4
	Paragraph doesn't have enough supporting sentences and detail sentences (examples) that relate to the topic sentence.	2
	There are supporting sentences and detail sentences (examples) that relate to the topic sentence, but a few are vague/missing/unrelated.	1
	Insufficient, vague, or undeveloped examples.	0.5
Concluding Sentence (C.S)	Complete and interesting conclusion builds onto the topic sentence/ restates the idea. It gives a suggestion, some advice/ opinion etc.	4
	A good conclusion, but not creative, repeats the same pattern of the topic sentence. Needs to be more interesting and better paraphrased.	2
	The concluding sentence is too vague.	1
	There is no logical concluding sentence.	0.5
Clarity, Coherence and Style (C.C.S)	Clear meaning. Correct grammar. Transitions make a good "flow". Precise word choice. Logical progression of supporting examples.	4
	Some good vocabulary, but there are a few repetitions in vocabulary. or sentence structure. Some grammar problems. You need more transitions. Details are arranged in a logical progression.	2
	Lots of repetition in vocabulary or sentence structure. Some grammar problems. Weak/no transitions. Acceptable arrangement of examples.	1
	Unrelated details; no transitions. Unclear or incomplete sentences. Poor word choice. No pattern of organization.	0.5
Mechanics and Form (MF)	Consistent standard English usage. Used standard paragraph form. There are no errors in: Spelling, capitalization, and/or punctuation	4
	A few errors, but none major, in usage, spelling, capitalization, and/or punctuation.	2
	Some errors in usage, spelling, capitalization, and/or punctuation.	1
	Distracting errors in usage, spelling, and/or punctuation	0.5

Appendix N°2: Pre-test and Post-test Questions.

The pre-test question: In a well structured paragraph, write about the effects of Covid19 pandemic on your life.

The post-test question: In a well structured paragraph, write about the impact of social media on your life and what social media do you use most?

Instructions:

Your paragraph should include the following:

- A topic sentence

- At least 3 supporting details

- A concluding sentence

- Indent only the first line (hit the space bar 5 times)

- Capital Letters & Punctuation.

- The paragraph length should be between 10 to 12 lines.

Example:

Winter is such a wonderful time of year. The weather changes to cool, crisp, fresh air and it snows in most places. There are so many holidays to celebrate in the winter. Also, there are many activities to do like ice skating, sledding, and drinking hot cocoa by the fire. It is always a great time of year when winter comes!

The answer could be submitted to the researchers electronically or handwritten (paper format).

Appendix N°3: Canvas Features.

Appendix N°4: Example of Trainees Comments in a Group discussion Task.

To-Do Date: Apr 24

Apr 24 at 4:01pm

6

Mistakes in paragraph writing.

cherif

All Sections

Comment about the mistakes in this paragraph and rewrite it correctly. You can reply on your classmates comments as well.

I going to tell you about my best friend. Her name is betty. She is tall and has got long hair dark her favourite food is chocolate and her favourite drink is cola her hobbies are writing short stories and looking at TV at the weekend we go shopping in the mall and meet your friends. I'm happy to have such a friend in my life, Its fun!

This topic was edited by Saïd LAOUAR

Topic Podcast Feed

saramett1998@gmail.com

Apr 25, 2022

I going to tell you about my best friend. Her name is betty. She is tall and has got long hair dark. her favourite food is chocolate ,and her favourite drink is cola. her hobbies are writing short stories and looking at TV .at the weekend we go shopping in the mall and meet your friends. I'm happy to have such a friend in my life, Its fun!

← Reply   👍 (6 likes)

Appendix N°5:Canvas New Analytics Tool.

Appendix N°6:Discussion and Peer Review Task.

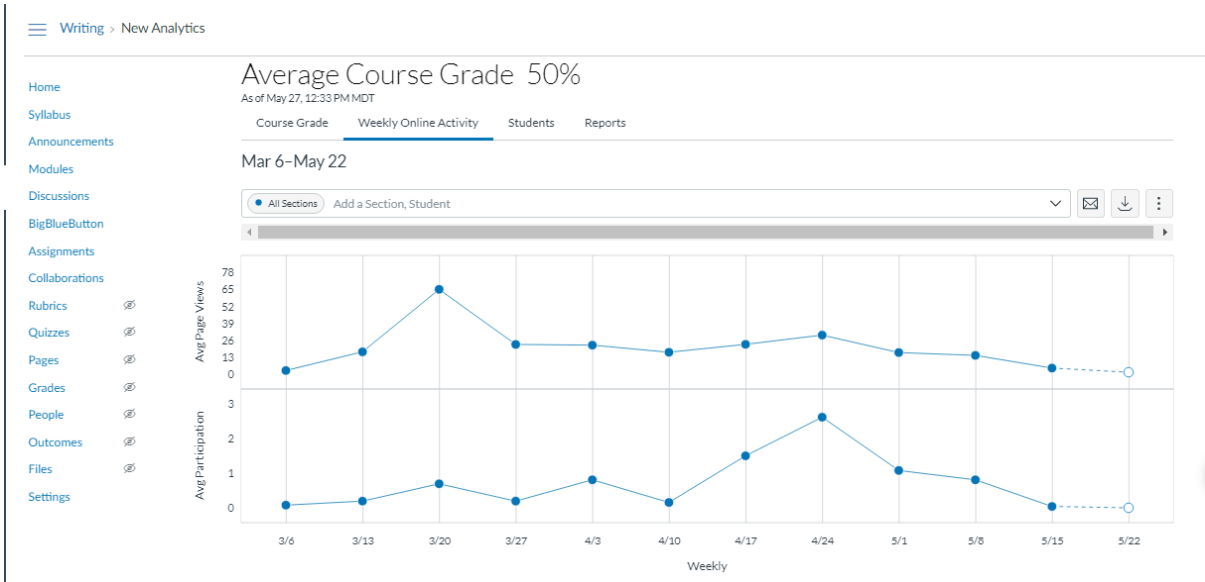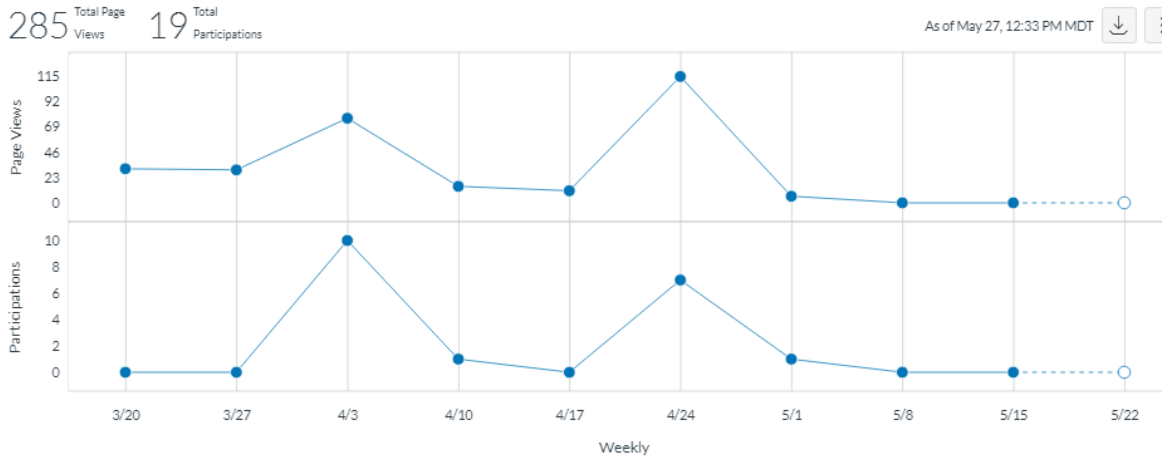|		
Home	All ⌄	Search by title or author... 🔍
Syllabus		
Announcements	⌄ **Pinned Discussions**	
Modules		
Discussions	⸬ Participate in a discussion board	
BigBlueButton	Last post at Apr 4, 5:31 AM	No longer available
Assignments		
Collaborations	⸬ Paragraph Topic Brainstorm	
Rubrics ⌀	Last post at May 22, 4:11 PM	No longer available
Quizzes ⌀		
Pages ⌀	⸬ Discussion /How a structured paragraph should be	
Grades ⌀	All Sections	
People ⌀	Last post at May 8, 2:02 AM	No longer available
	⸬ Mistakes in paragraph writing.	
	All Sections	
	Last post at May 9, 6:49 AM	No longer available

☰ Writing › Assignments

Home	# Writing a Paragraph peer review activity Peer Reviews
Syllabus	
Announcements	Student peer reviews will be considered complete when students have commented at least once on the page.
Modules	### Akram
Discussions	ⓘ Antar_bza
BigBlueButton	ⓘ walidallouche1@gmail.com
Assignments	Give Akram another submission to assess +
Collaborations	### akrambouchetiba@gmail.com
Rubrics ⌀	None Assigned
Quizzes ⌀	Give akrambouchetiba@gmail.com another submission to assess +
Pages ⌀	### Antar_bza
Grades ⌀	ⓘ Marwalkn
People ⌀	ⓘ sansounbouhaddad@gmail.com
Outcomes ⌀	Give Antar_bza another submission to assess +
	### assia, Bouafina
	ⓘ Oumnia, Boukzoula
	ⓘ zouina, Benlakhdar

Appendix N°7: Collaborative Writing Task and Groups Feature.

Appendix N° 8: Pre-test Descriptive Statistics of both Groups.

Learner's code	Group	Score criteria					Total score	Classification
		T.S	S.Dt	C.S	CCS	MF		
App1	C.G	4.00	4.00	2.00	2.00	2.00	14.00	B
App2	C.G	1.00	2.00	0.50	1.00	2.00	6.50	D
App3	C.G	2.00	2.00	0.50	2.00	2.00	8.50	C
App4	C.G	2.00	4.00	0.50	4.00	2.00	12.50	B
App5	C.G	2.00	4.00	2.00	1.00	1.00	10.00	C
App6	C.G	0.50	2.00	4.00	2.00	2.00	10.50	C
App7	C.G	4.00	2.00	0.50	2.00	2.00	10.50	C
App8	C.G	2.00	2.00	2.00	1.00	2.00	9.00	C
App9	C.G	2.00	2.00	4.00	4.00	2.00	14.00	B
App10	C.G	2.00	2.00	1.00	2.00	2.00	9.00	C
App11	C.G	2.00	2.00	2.00	2.00	2.00	10.00	C
App12	C.G	2.00	1.00	2.00	1.00	1.00	7.00	D
App13	C.G	1.00	2.00	0.50	2.00	1.00	6.50	D
App14	C.G	1.00	2.00	1.00	2.00	1.00	7.00	D
App15	C.G	1.00	2.00	0.50	2.00	0.50	6.00	D
App16	C.G	2.00	4.00	4.00	4.00	2.00	16.00	A
App17	C.G	2.00	4.00	2.00	4.00	1.00	13.00	B
App18	C.G	4.00	4.00	2.00	2.00	2.00	14.00	B

A,if score >=16   B,if score>=12   C,if score>=8   D,if score>=4   E,if score<4
Excellent   good   fairly good   poor   very poor

Appendix N° 8: Pre-test Descriptive Statistics of both Groups (suit).

Learner's code	Group	Score criteria					Total score	Classification
		T.S	S.Dt	C.S	CCS	MF		
Tr1	Ex.G	2.00	4.00	2.00	2.00	4.00	14.00	B
Tr2	Ex.G	4.00	2.00	4.00	4.00	2.00	16.00	A
Tr3	Ex.G	4.00	4.00	4.00	2.00	2.00	16.00	A
Tr4	Ex.G	2.00	4.00	4.00	2.00	2.00	14.00	B
Tr5	Ex.G	4.00	4.00	2.00	2.00	2.00	14.00	B
Tr6	Ex.G	2.00	4.00	2.00	2.00	2.00	12.00	B
Tr7	Ex.G	2.00	4.00	2.00	2.00	2.00	12.00	B
Tr8	Ex.G	2.00	2.00	4.00	2.00	1.00	11.00	C
Tr9	Ex.G	2.00	2.00	2.00	2.00	1.00	9.00	C
Tr10	Ex.G	2.00	2.00	2.00	2.00	2.00	10.00	C
Tr11	Ex.G	4.00	2.00	1.00	0.50	0.50	8.00	C
Tr12	Ex.G	1.00	2.00	2.00	2.00	1.00	8.00	C
Tr13	Ex.G	2.00	2.00	0.50	2.00	0.50	7.00	D
Tr14	Ex.G	2.00	2.00	1.00	2.00	1.00	8.00	C
Tr15	Ex.G	1.00	2.00	1.00	1.00	1.00	6.00	D
Tr16	Ex.G	0.50	1.00	0.50	1.00	1.00	4.00	D
Tr17	Ex.G	4.00	2.00	2.00	2.00	2.00	12.00	B
Tr18	Ex.G	4.00	2.00	1.00	2.00	1.00	10.00	C
Tr19	Ex.G	2.00	2.00	1.00	0.50	0.50	6.00	D
MEAN(C.G)		2.03	2.61	1.72	2.22	1.64	10.22	
S.Deviation(C.G)		1.04	1.04	1.24	1.06	0.54	3.08	
MEAN(Ex.G)		2.45	2.58	2.00	1.84	1.50	10.37	
S.Deviation(Ex.G)		1.17	1.02	1.19	0.75	0.85	3.50	

Appendix N° 9: Post-test Descriptive Statistics of both Groups.

Learner's code	Group	Score criteria					Total score	Classification
		T.S	S.Dt	C.S	CCS	MF		
App1	C.G	2.00	4.00	4.00	2.00	1.00	13.00	B
App2	C.G	2.00	2.00	0.50	1.00	1.00	6.50	D
App3	C.G	2.00	2.00	4.00	2.00	1.00	11.00	C
App4	C.G	4.00	2.00	4.00	2.00	0.50	12.50	B
App5	C.G	4.00	2.00	0.50	2.00	2.00	10.50	C
App6	C.G	2.00	2.00	4.00	2.00	1.00	11.00	C
App7	C.G	4.00	2.00	0.5	2.00	2.00	10.00	C
App8	C.G	4.00	2.00	2.00	2.00	1.00	11.00	C
App9	C.G	4.00	4.00	4.00	2.00	2.00	16.00	A
App10	C.G	2.00	2.00	2.00	2.00	2.00	10.00	C
App11	C.G	2.00	2.00	2.00	1.00	2.00	9.00	C
App12	C.G	2.00	4.00	0.50	2.00	1.00	9.50	C
App13	C.G	2.00	2.00	0.50	2.00	1.00	7.50	D
App14	C.G	2.00	2.00	0.50	1.00	0.50	6.00	D
App15	C.G	2.00	2.00	1.00	2.00	0.50	7.50	D
App16	C.G	2.00	4.00	2.00	4.00	2.00	14.00	B
App17	C.G	4.00	2.00	4.00	2.00	1.00	13.00	B
App18	C.G	4.00	4.00	4.00	2.00	2.00	16.00	A

A,if score >=16	B,if score>=12	C,if score>=8	D,if score>=4	E,if score<4
Excellent	good	fairly good	poor	very poor

Appendix N°9: Post-test Descriptive Statistics of both Groups (suit).

code	Group	Score criteria					Total score	Classification
		T.S	S.Dt	C.S	CCS	MF		
Tr1	Ex.G	4.00	4.00	2.00	2.00	4.00	16.00	A
Tr2	Ex.G	4.00	4.00	4.00	4.00	2.00	18.00	A
Tr3	Ex.G	4.00	4.00	4.00	4.00	2.00	18.00	A
Tr4	Ex.G	4.00	4.00	0.5	4.00	2.00	14.00	B
Tr5	Ex.G	2.00	4.00	0.50	4.00	2.00	12.50	B
Tr6	Ex.G	4.00	4.00	4.00	4.00	1.00	17.00	A
Tr7	Ex.G	2.00	4.00	2.00	1.00	1.00	10.00	C
Tr8	Ex.G	4.00	4.00	2.00	4.00	2.00	16.00	A
Tr9	Ex.G	4.00	2.00	4.00	2.00	2.00	14.00	B
Tr10	Ex.G	4.00	2.00	2.00	2.00	2.00	12.00	B
Tr11	Ex.G	4.00	4.00	0.50	2.00	2.00	12.50	B
Tr12	Ex.G	4.00	4.00	2.00	2.00	1.00	13.00	B
Tr13	Ex.G	2.00	4.00	0.50	2.00	2.00	10.50	C
Tr14	Ex.G	2.00	4.00	0.50	4.00	2.00	12.50	B
Tr15	Ex.G	4.00	4.00	0.50	2.00	1.00	11.50	C
Tr16	Ex.G	4.00	2.00	0.50	2.00	2.00	10.50	C
Tr17	Ex.G	2.00	4.00	2.00	1.00	1.00	10.00	C
Tr18	Ex.G	4.00	2.00	2.00	2.00	2.00	12.00	B
Tr19	Ex.G	4.00	2.00	0.50	2.00	0.50	9.00	C
MEAN(Control Group)		2.78	2.56	2.32	1.94	1.31	10.78	
S.Deviation(Control Group)		1.00	0.92	1.60	0.64	0.60	2.94	
MEAN(Experimentalt Group)		3.47	3.47	1.86	2.63	1.76	13.11	
S.Deviation(ExpertG)		0.90	0.90	1.39	1.12	0.75	2.76	

Appendix N°10: Tables of grade frequencies of both Groups.

Grade	C.G	Ex.G
A	1	2
B	5	6
C	7	7
D	5	4
E	0	0
Total	**18**	**19**

Grade	C.G	Ex.G
A	2	5
B	4	8
C	8	6
D	4	0
E	0	0
Total	**18**	**19**

A,if score >=16   B,if score>=12   C,if score>=8   D,if score>=4   E,if score<4

Excellent   good   fairly good   poor   very poor

103

Appendix N°11: The pre-test results of C.G.

Saousan
Gherraz
G: 01

March 2020, the begining of a hard year the world Turned out grey. everything Stoped people are imprisond at homes, everything and every one have been effected mentally and physicly by the epidemic Called Covid 19, death Spread all around the world in huge numbers Cause fear it was difficult to get treatment a lot of people lost their jobs it left us helpless we all stoped and watched and prayed for the end of this epidemic.

T.S. : 02
S.D : 02
Concl: 04
C.C.S: 04
M.F : 02

14/20

The pretest
Control group

paragraph about covid 19 and its effects.

The virus is known as the acute respiratory syndrome virus. It is the cause of an outbreak of a disease that began in china in 2019. The world Health organization announced that the covid-19 virus has become a global pandemic. Among its Symptoms are fever, cough, fatigue, shortness of breath, headache, muscle aches, and other Symptoms. I personally did not injure, but my mother and father were injured, which left negative effects on us including psychological and material damage and physical and mortal fatigue, but it did not last for a period of time.

This disease has become rampant all over the world. which provides a Vaccine that helps prevent climate, though deserved taking the necessary precautions.

Djoual - Nahla.

T.S: 02
S.D: 04
Concl: 02
C.C.S:01
M.F: 01

10/20

Flighai
Manar

Corona Virus disease 2019 or (coVid 19) and K mows also in the Name of disease respiratory related to coma Virus New 2019 Discover the Virus for the first time in the city of wuhan chinese 2019 and spread around the world since then caused Corona Virus pandemic.

Elderly and people Those who have several serious Natural conditions. They are the most Vulnerable for coVid 19 symptoms long term. But even guys people healthy may feel Being unwell for weeks or even months after injury? As fore me I got hurt period a week and symptoms were on fatigue cough mothe of joints dizziness. one of the bet ways to prevent Corona Virus is to wash your hands well and frequently.

T.S:01
S.D:02
Concl:01
C.C.S:02
M.F:01

07/20

Appendix N°12: The post-test results of C.G.

Gherraz
Saousan
groupe 01

T.s: 04
SD. 04
Concl: 04
C.C.S: 02
M.f: 02

16/20

In this generation social media plays important role in our life it has became a key factor in communication.

One of my favorite social media app and the one that I use the most is instagram wich is an application with a focus on sharing photos an videos, it's been around 2010 and has mantained a high level of popularity it contains many features such instagram storys and instagram reels, I mostly use it to watch people go live and communicate with people, and some times for shopping. many people use instagram as a business platform or as a marketing tool.

In the end, to me social media brought people closer and opened new horizons for people and made a lot of things easy

The post-test Control group

paragraph on social media "instagram"

Social media sites have become a large part of our lives and are the most widely used in ourtime. despite the difference of every ne each site. there are many of these sites for the purpose of communication between members of the community, whether internally or externally through the computer or mobile phone. these networks are facebook, instagram, snapchat, telegram and others (...). I myself use instagram, where it works to, send messages from one person to another and interact and comment on them at the same time, and add stories. it also provides many filters and adjustments to photos and videos.

Despite its many advantages and advantages, some of them have been mational, but it has many disadvantages, including the discussions and controversy, insulting and harassing sedition and rumors and weak control (....)

Nahla Djoual.

T.s: 04
SD: 02
CCS: 02
Concl: 0,5
M.f: 02

10,5/20

Fhgani
Manar

T.s: 02
SD.: 02
Concl: 0,5
CCS: 01
M.f: 0,5

06/20

social media is phrase about site electronic help en strengthen interaction And social media between people at all around the world as a means for profit and win money

Among social media choose facebook. Because he one and art social contact that helped en the hook many form people whatever differ their locations and their their time and their works.

And for most important positive
And the Negatives spread idle and laziness between people society spred rumors And the bad News.
and unreal And the press Awareness posting ads share experience opinion at in the site instrument
Excellent for marketing
goods and sellings and communicat between people

Appendix N°13: The pre-test results of Ex.G

Kauther
Benrabeh

(Covid 19)

The Virus is Known as severe acute respiratory syndrome coronavirus. It resulting disease is called emerging coronavirus disease 2019 (covid 19). In march 2020 The World Health organization declared the corona virus (c 19) to be global Pandemic.

The Virus is transmitted through direct contact with respiratory droplets from an infected Person (which arise from coughing on sneezing), and contract with Virus.

Fever, cough, shortness of breath or difficulty breathing.

In more severe cases, infection can cause Pneumonia and active respiratory syndrome even death All symptoms are caused by This disease.

Personally, I have not contracted this Virus, because I followed the various advice and instructions announced by specialists and I have protected my self and my family

11/20

T.S 02
S.D. 02
Cond : 04
C.C.S 02
M.F 01

The pretest of
The experimental
Group

06/20

in the year of Moto, in the challenge of March, the first cases of Kogide were recorded; which caused a state of panic and fokear in various countries of the world and a state of emergency was declared because the virus was spreading rapidly which forced the country to follow preventive measures for total quarantine this virus has led to many intentions we have lost loved ones, and the temptation is bad for the global economy.

T.S : 01
S.D. : 02
Cond : 01
C.C.S : 01
M.F : 01

? In March 2020, did bulletin news by announcing on Presence Epidemic covid 19 found panic and acquaintances in where he news that extended the world about the period; as it lasted more than 6 months

04/20

Name : Lakhel Dhia
Specialty : Database
semester : Su

T.S. 0,5
S.D. 1
Cond : 0,5
C.C.S : 1
M.F : 1

Appendix N°14: The post-test results of Ex.G

Social media it is every Social networking site that enables us to communicate. For me, I use Instagram It enables me to communicate with different people around the world. Follow the latest developments, you meet and bring hoppyists closer to each other also learn about other cultures, skill exchange, end Provide them with a platform to express ideas, publicity and announcment from different things, All are positives, you made me choose them and love them.

Kawther. Bensabh

T.S:04
SD:04
Concl: 2
C.C.S:04
M.F. 02

16/20

The post-test of
Experimental
Group

T.S. 04
SD. 04
Concles: 0,5
C.C.S:02
MF. 01

11,5/20

Far better

I prefer Facebook because it enables me to Communicate with friends and family all over the world. It is also fast. light and free. It also Contains many short videos, including purposeful ones. face book users can upload one or more photos in the form of a photo album. And Control its privacy through settings.

Lakhel Dial

Social media is a means of commiction are important in a person's life.

Social networking sites can be come on positive I use Instagram most of my time I spad browsing it, I follow the sports news, and also world news.

We also do of not deny hat it is somtimes negative because wlasting my time.

T.S 04
SD :02
concl : 0,5
C.C.S:02
M.F:02

10,5/20

الملخص

تم إنجاز هذا البحث على أساس قياس مدى تأثير تفاعل الأقران على كتابة فقرة من طرف المتكونين. يتم تكوين هؤلاء المتكونين لنيل شهادة تقني سام في المعلوماتية. وقد تم اختيار هذه الفئة لتكون موضوعا للبحث لأسباب وجيهة و هي معرفتهم الجيدة باستعمال مختلف وسائل الإعلام الآلي و تكنولوجيات الاتصال في مجال تعليم الإنجليزية كلغة أجنبية.

هناك هناك جانب آخر بالغ الأهمية لهذه الدراسة و هو دراسة سلوك المتكونين تجاه تفاعل الأقران و كتابة فقرة. تم تخصيص هذا البحث للإجابة على الأسئلة الموالية: إلى أي مدى قد يؤثر تفاعل الأقران على كتابة فقرة لدى المتكونين؟ كيف يتم استخدام تفاعل الأقران عبر نظام إدارة التعلم Canvas في قطاع التكوين المهني؟ كيف يساهم تفاعل الأقران سواء كان افتراضيا أو وجها لوجه في تطوير كتابة فقرة؟ بالحرص على ايجاد الإجابة للأسئلة السابقة، تم طرح الفرضية بغرض تحسين الكتابة لدى المتكونين عن طريق تطبيق عامل التفاعل بين الأقران. و تم تأكيد صحة الفرضية بطريقة كمية بواسطة إجراء اختبارين 'قبلي' و 'بعدي' لفوجين مختلفين تجريبي و تحكيمي. و من أجل استكشاف تجربة استخدام تفاعل الأقران فيما بين المتكونين، بشكل معمق، و مدى تأثيره على كتابتهم للفقرة بالتركيز على بعض معايير الكتابة، تم بطريقة نوعية ملاحظة أنشطة تفاعلية ضمن الأرضية الرقمية و كذا داخل حجرة الدراسة.

نتائج البحث أظهرت بشكل جلي بأن تفاعل الأقران يؤثر بشكل إيجابي على تحسين الأداء الكتابي للمتكونين، كما أظهرت كذلك بأن الأرضية الرقمية Canvas كانت مجالا افتراضيا فعالا لتعليم و تعلم الكتابة نظرا لميزاتها و مكونات واجهتها المساعدة و السهلة الاستعمال،اختتمت المذكرة بتوصيات و توجيهات بناءة و ثمينة لتكون مصدرا في مجالي البيداغوجيا و البحوث المستقبلية.

الكلمات المفتاحية: تفاعل الأقران، ميزات الأرضية الرقمية Canvas، الأداء الكتابي، نظام إدارة التعلم Canvas، التكوين المهني.

Résumé

La raison de faire cette recherche est d'inspecter l'effet de l'interaction entre pairs sur la rédaction d'un paragraphe par les stagiaires. Ils sont formés pour être des techniciens supérieurs en informatique. Ils ont été sélectionnés volontairement pour faire l'objet de notre recherche, car ils sont supposés d'avoir une attitude positive vis-à-vis de l'utilisation des technologies de l'information et de la communication dans l'apprentissage de l'Anglais comme une langue étrangère. Un autre aspect tout aussi important de cette étude est d'étudier les attitudes des stagiaires envers l'interaction avec leurs camarades et l'écriture. En particulier, cette présente étude s'efforce de répondre à un certain nombre de questions. Les plus saillantes sont : Dans quelle mesure l'interaction entre camarades affecte-t-elle l'écriture d'un paragraphe par les stagiaires ? Comment mettre en place l'interaction entre camarades à travers le Canvas (système de gestion d'apprentissage) dans le domaine de la formation professionnelle ? Comment l'interaction (face à face ou virtuelle) entre camarades peut-elle aider à développer l'écriture d'un paragraphe ? Étant attentif aux questions mentionnées ci-dessus, une hypothèse a été formulée dans le but d'améliorer la rédaction de paragraphes des stagiaires grâce à l'utilisation de l'interaction entre camarades. L'hypothèse a été vérifiée au moyen d'une méthode quantitative avec une conception pré-test, post-test de deux groupes de stagiaires et apprentis (expérimental et contrôle). Pour explorer en profondeur l'expérience des stagiaires concernant l'utilisation de l'interaction entre camarades et son impact sur leur compétence de rédaction d'un paragraphe surtout dans certains aspects, des tâches d'interaction entre camarades ont été observées via une plateforme Web, ainsi qu'en classe. Les résultats de l'étude ont révélé que l'interaction entre camarades avait un impact positif sur les compétences d'écriture des stagiaires, les résultats ont également montré que Canvas était un espace virtuel adéquat pour l'enseignement et l'apprentissage de l'écriture en raison de ses fonctionnalités et de son interface conviviale. La thèse s'est terminée par une multitude de recommandations pour la pédagogie et les recherches futures.

Mots clés : Interaction entre camarades, fonctionnalités du Canvas, compétences d'écriture, Canvas Système de gestion d'apprentissage, Formation professionnelle.