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Branch: English

**Investigating Teachers and Learners' Perspectives towards the
Use of Peer Assessment in Improving Writing**

The Case Study of Second Year Students of English at Mila University Center

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

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2023

Hibas' Dedication

In the name of Allah, the most merciful

This modest work is dedicated mostly to the memory of my unique grandfather "Slimen" who would have been very proud of who I am today. To my beloved grandmothers "Khadra" and "Zakija" may Allah heals them and prolongs their lives.

I gift this graduation paper to my shining stars, to whom I owe great debt, the ones who gave birth to me and feed me with their unconditional love. To my ideal mother for her great encouragement and everlasting prayers, besides believing in me blindly in every step I make. To the best father ever for his generosity, love and advice all the way long.

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To my lonely and lovely niece "Noor"

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To my adorable friends "Racha", "Bouchra" and "Zineb" with whom I spent memorable days at university.

To the whole family of "HAMAZ" and "GHERBI" without forgetting anyone.

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In the Name of ALLAH, the most Gracious, the most Merciful.

All the Praise is due to ALLAH alone, the Sustainer of the entire World

I dedicate this humble work to the most precious people in my life: My source of motivation and ambition always and forever "Ma Khadra" and "Ma Djamila" who would have been Very happy and proud of my graduation today (may ALLAH bless their souls).

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Abstract

The writing skill is considered as a constant challenge to students of English as a foreign language who face many problems in term of producing a well organized piece of writing, for this reason the implementation of peer assessment in the process of teaching/learning the writing skill is undeniably crucial to develop learners' writing proficiency and help them to figure out their mistakes and fix them. This research aims to investigate teachers and learners' perspectives toward the use of peer assessment in improving students' writing skill. Accordingly, the present study asks three research questions: (1) Do English as a foreign language learners struggle with writing tasks? (2) Are teachers aware of the effectiveness of peer assessment as a strategy to develop the writing skill? (3) Are learners aware of the effectiveness of peer assessments in improving the writing skill? To gather the needed data to answer the aforementioned questions and fulfill the aim of the study, two questionnaires are administered to teachers of written expression and second year students of English in the Department of Foreign Languages at Mila University centre. The analysis of the answers show that learners face difficulties in different areas of writing. Also, they affirm that both teachers and learners have positive perspectives toward the effectiveness of peer assessment in developing the writing skill. Their positive perspectives indicate their awareness of the importance of peer assessment as a satisfactory strategy to enhance the writing level of EFL learners.

Key words: Peer assessment, writing skill, teachers' perceptions, learners' perceptions, foreign language learners.

List of Abbreviation

EFL: English as a Foreign Language

FL: Foreign Language

WE: Written Expression

PA: Peer Assessment

Q: Question

%: Percentage

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General introduction

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General Introduction

1. Statement of the Problem

For learning a foreign language (FL), writing is considered as one of the major skills to be developed. Second year English as a foreign language (EFL) learners are usually asked to produce different pieces of writing from the simplest to the most complex ones like paragraphs, different types of essays and researches in which they need to be able to convey a well comprehensible message to express their thoughts and points of view clearly and accurately without any sort of mistakes. However, it seems a challenging task for them to develop this skill because they commit many mistakes when they write in English.

Most EFL learners struggle with writing tasks and face many problems in writing. These problems are, in fact, due to the difficult nature of writing that contains many elements such as cohesion/coherence, grammar, and vocabulary usage. Writing presents a challenging task for students, requiring them to deal with the complexities of expressing themselves and overcome the challenges of putting their thoughts into written words (Richards, 2009). In this respect, peer assessment strategy may appear as a suitable solution that may help learners defeat their writing's difficulties. It is crucial that learners should assess and respond to each other's writing and have their own space to develop and enhance their writing proficiency independently.

2. Aim of the Study

This research sheds light on the role of peer assessment in developing students' writing skill. The aim behind the current research is to investigate the perceptions of teachers and learners towards the implementation of peer assessments to ameliorate learners' writing proficiency.

3. Research Questions

The present study attempts to find answers to the following questions:

- Do English as a foreign language learners struggle with writing tasks?
- Are teachers aware of the effectiveness of peer assessment as a strategy to develop the writing skill?
- Are learners aware of the effectiveness of peer assessment in improving the writing skill?

4. Research Methodology

Since this study is dealt with the perceptions of both teachers and learners towards the use of peer assessment in enhancing EFL learners' writing level, we adopted the descriptive method to collect the necessary data which is questionnaire. Two questionnaires are designed; the first one is administered to Written Expression (WE) teachers, and the other one is dispensed to Second year students of English at Mila University centre in order to figure out their points of view concerning the implementation of peer assessment as a strategy to enhance learners' writing skill.

5. Structure of the Study

The present research is made up of two interconnected chapters. The first chapter is devoted to the theoretical part of the study and the second one is the practical part. The first chapter is divided into two sections. The first section sheds lights on the writing skill: its definitions, importance, types, mistakes and errors made by EFL learners, in addition to the approaches used to teach this skill. The second section focuses, from one hand, on the definitions of assessment, its purposes, its principles, and its types; from the other hand, it highlights the definitions of peer assessment, its types, implementation, advantages, and the role. However, the second chapter is the practical part of the study. It contains the full description of the research

methodology beside the analyses and discussion of the collected data of both questionnaires for the intention of answering the research questions and achieving the aim of the study.

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Chapter One: Theoretical Part

Introduction

The process of learning any FL is mainly based on mastering the four skills: listening, speaking, reading, and writing. The latter is thought to be the most sophisticated and complex skill to be developed compared with the other three skills. Due to its difficulty, it requires a collaborative effort from the part of learners and teachers as well, in order to reach the level where learners become able to write accurately. Peer assessment is regarded as one of the significant strategies used to teach writing; hence learners are expected to engage in the teaching/learning process, so that they take responsibility for their own writing.

The first chapter is divided into two sections. The first one deals with the writing skill and its different types; moreover, it investigates the problems that learners may face in writing; it also sheds light on its different approaches and importance. The second section of this chapter copes with different definitions, purpose, principles and types of assessment. Furthermore, it shades light on the different types of peer assessment as well as its implementation, advantages and its role.

1.1 Section One: Writing Skill

1.1.1 Definitions of Writing

Writing refers to a group of letters or symbols written or marked on a surface as a means of communicating ideas by making each symbol stands for an idea or concept, by using each symbol to represent a set of sounds grouped into syllables (syllabic writing), or by regarding each symbol as corresponding roughly or exactly to each of the sounds in the language (alphabetic

writing) (Collins, 2014). Additionally, Bell and Burnaby (1984, as cited in Nunan, 1989, p. 36) pointed out that

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

This means that writing is a means of transmitting thoughts in a form of meaningful words in well structured written pieces in order to achieve successful communication. Similarly, Rivers believed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments in written forms. This implies that, when it comes to crafting a piece of writing, the author must account for various components including substance, syntax, terminology, punctuation, and orthography at the sentence level. Furthermore, beyond the sentence, they must possess the ability to combine information into logical sentences and paragraphs.

From another perspective, White and Arndt (1991) saw that writing is not a matter of transcribing language into written symbols only; it is a thinking process in its own right that needs conscious intellectual effort which usually has to be sustained over a considerable effort of time. Due to the difficulty and complexity of writing, it requires enough time and more practice in order to develop it.

To be competent in writing, learners are required to master its major elements. Al Mutawa and Taisser (1989) suggested the following:

- Complete acquisition of the alphabet.
- Understanding how letters combine to form words and the relationship between the word and its meaning.
- Knowledge of the mechanics of writing, speaking, capitalization, punctuation and other writing conventions.
- Mastery of the most frequent rules governing the structure of sentences.
- Ability of combining sentences to build an effective paragraph and combining them to produce essays.
- Formalization with transitions to achieve coherence (p. 27).

To be concluded, writing is one of the most difficult productive skills, which is based on the process of producing clear, comprehensible, and appropriate thoughts in a form of meaningful and coherent sentences.

1.1.2 Importance of Writing

Writing has an important value in human's life. It is a means of communication that allows people to create a coherent relationship between each other. According to Hyland (2003), "writing is one of the main ways that we create a coherent social reality through engaging with others" (p.69). Additionally, writing can be described as an instrument that allows people to express their emotions and feelings. In this respect, McArthur et al.(2008) pointed out that "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" (p. 11).

In the domain of teaching and learning FLs, writing is considered as a tool that helps students develop their personality, critical thinking, and academic proficiency, in addition to ameliorate the language skills and fluency as long as it gives them the opportunity to identify their weaknesses in grammar and vocabulary. Hence, students need to learn how to write in order to be able to perform a different kind of activities such as designing a questionnaire, or writing essays. Additionally, writing is the main component in educational settings for this reason the majority of examinations rely on students' writing proficiency (Harmer, 2004).

Many other purposes of learning writing are summarized by Hedge (2005) in the following list:

- For pedagogical purposes, to help students learn the system of language.
- For assessment purposes, as a way of establishing a learner's progress or proficiency.
- For real purposes, as a goal of learning, to meet student's needs.
- For humanistic purposes, to allow students to show their strengths.
- For creative purposes, to develop self-expression.
- For classroom management purposes, as a class activity which settles students down.
- For acquisitional purposes, as a careful model of working with language.
- For educational purposes, to contribute to intellectual development and to develop self-esteem and confidence (p. 09).

Consequently, writing is deemed as one of the crucial language skill that learners require for their personal development in order to attain academic success.

1.1.3 Types of Writing

There exist four major types of writing: Narrative writing, Descriptive writing, Expository writing, and Persuasive writing.

1.1.3.1 Narrative Writing

Narration is the type of writing that revolves around telling a sequence of past events or stories. According to Hogue (2008), “when you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order to organize your sentences” (p. 24). The narrative text can be either imaginative or based on true events (Hylland, 2009). For Joyce and Feez (2000) the narrative writing can be divided into two main types, the first type is called fiction narration, which is a kind of narrative that tells the untrue story, such as short story, comics, and novels. The second type is called non-fiction, which is a kind of narrative writing that tells the true story. It is often used to recount a story of a famous person, historical event, or new stories. Narrative texts play important parts in amusing and entertaining the readers (Sudarwati & Grace, 2007).

1.1.3.2 Descriptive Writing

Descriptive writing is the type of writing that relies on subjectivity in addition to the use of more details, adjectives, metaphor, verbs of emotions, opinion, in order to help the reader visualize the events and give him the opportunity to imagine the different situations of the story as if it is happening in reality. In this context, Gerot and Wignell (1994) asserted that “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds” (p. 208). This means that the writers in the descriptive text aims to create their sense of impression and to provide the reader with a clear image about a person, thing or even a feeling to make the picture more vivid to him.

1.1.3.3 Expository Writing

Expository writing refers to the writing that explains ideas or represents information, such as writing essays to explain facts, ideas, and beliefs objectively without persuasion or giving a personal opinion (Smith, 2003). While writing an expository essay, you need to explain everything in detail to make the idea clear for the reader (Caleb, 2022). Expository writing should inform the reader about many different perspectives on a topic as well as giving ample evidence to support the topic. This type of writing is organized in many different ways, ranging from a simple list to a complex causation structure (Carnine, Silbert & Kameenui, 1990).

1.1.3.4 Persuasive Writing

Persuasive writing is any written communication with the intention to convince or influence readers to believe in an idea or opinion and to do an action (Guillain & Charlotte 2016). In other words, persuasive writing is a text that aims to persuade the reader to agree on a certain point of view. Furthermore, a persuasive essay should begin with the weakest point and be processed in a logical order to the strongest point. Therefore, the main function of a persuasive text is to argue or persuade a certain opinion with the use of propositions and arguments in a logical order (Annandale et al., 2005).

1.1.3.5 Academic Writing

Academic writing is a formal type of writing that is used in high schools and college classes, in which the use of slang or contractions is not acceptable and sentences are written in an organized and a complete way (Oshima& Hogue, 2007). This definition is echoed by Clark (2003) who described this type of writing as writing that is “at an even higher level of formality and is governed by even stricter conventions. Thus, academic writing represents what we call formal Standard English” (p. 320). The academic and scholarly journals in education,

dissertations, masters' theses, and other professional publications in education are the main types of academic writing (Kemp, A, 2007)

1.1.4 Stages of Writing

Writing goes through four different steps: planning, drafting, editing, and final version.

1.1.4.1 Planning

Planning is the first step in the writing process in which the writer selects the topic and gathers information about it. Harmer (2004) claimed that the writer should take three main issues into consideration in planning:

- They should identify the purpose behind their writing, which determines the gathered information, and the type of the text they will produce.
- writers should take into consideration the type of people who are going to read their works to decide which words and language to be more suitable to use, for example formal or informal.
- The last issue that writers need to tackle is the organization of the content or the content structure in terms of arguments, facts and ideas.

1.1.4.2 Drafting

Drafting is the first version of a piece of writing that will be amended later. In this stage, the writer focuses on organizing ideas rather than choosing the perfect grammar, punctuations or spelling (Harmer, 2004). The writer may produce many drafts during the process of selecting the final version of his/her work. Hence, “the first draft should be a poorly written, unorganized pile of garbage only, then can you start to pull things away and begin to see some of the good ideas emerging” (Johnson, 2016, p. 07). The purpose of drafting is to save and organize ideas in

sentences to avoid losing them. In the stage of drafting the writer's aim is to establish coherence through the arranging of his ideas in a logical manner; moreover, he tries to imagine himself in a conversation with the reader; imagine their opinion and predict their responses to his claim (Azariadis, 2008).

1.1.4.3 Editing (revising)

In this step, the writer tends to concentrate on details, the coherence and cohesion of his paragraphs as well as vocabulary and grammar (Hatcher & Goddard, 2005). Hence, the editing process makes the final readjustment and checks accuracy so that the text is maximally accessible to the reader (Hedg, 2005).

At this level, authors need to have others read their works in order to receive feedback that may help them clarify some ambiguous ideas to the reader. Harmer (2004) affirmed that another reader's reaction will help the author to make appropriate revisions and to think critically about his/her writing. This might help the writer omit some irrelevant elements and adjust some sentences to make his final written production perfect.

1.1.4.4 Publishing

After revision and editing, the written text becomes ready for publishing which "involves presenting the text to its intended audience. At school, it is often the teacher, although it is good to give students the experience of writing for other audiences where appropriate" (Aquilina, 1999, p. 23). The act of publishing and sharing makes the writing of the author visible to others (Hamel, 2017). The reason for sharing is to increase student's self-confidence as a competent future writer through appreciating their efforts to produce any academic written piece. In this

stage, the writing process revolves three main steps which are sharing, reflection, and assessment of the student's writings (Donohue, 2009).

1.1.5 Errors and Mistakes in Writing

The terms errors and mistakes are often used interchangeably; they refer to something that is done incorrectly, or the foul-ups that occur in written and oral language production (Ellis, 1997). However, many scholars and linguists have distinguished between these two phenomena in which they define errors and mistakes differently.

1.1.5.1 Mistakes

Mistakes or lapses, as referred to by Corder (1981), are non-systematic, random errors in learners' language that arise due to a failure to perform a known rule. They are made by both learners of the foreign language as well as the natives. Brown (1993) stated that "mistakes are a failure to utilize a known system correctly" (p, 205). This means that students tend to commit these mistakes as a result of their inability to apply what they have been exposed to during the learning process.

Errors or mistakes usually happen due to many factors like tiredness, lack of concentration, excitement, or any other psychological condition. Corder (1974) claimed that "these lapses seem to increase in frequency under conditions of stress indecision and fatigue" (p. 123). Hence, a tired learner can say 'they is', then he will recognize his mistake and correct himself immediately by saying "they are" which means that the learner did not produce this wrong sentence because of the ignorance of the rule, but as a result of a loss of concentration.

1.1.5.2 Errors

Errors are the flawed side of learned speech or writing. They are those parts of speaking or writing that deviate from some selected forms of mature language performance (Dulay et al., 1982). Corder (1967) defined errors as systematic errors related to competence. They occur due to the inadequate learning of students. In this respect, Harmer (1998) said that “an error is the result of an incorrect rule of learning; the language has been stored in the brain incorrectly”. In other words, errors are resulted from the lack of knowledge and the ignorance of target languages rules; in this case learners cannot correct themselves. Hence, a learner can produce ‘maked’ instead of ‘made’ in the past as a result of his ignorance to the conjugation of irregular verbs in the past. Furthermore, errors are caused by the learner trying out something completely new and getting it wrong (Bartram & Walton, 1994, p. 20).

To distinguish between errors and mistakes, Ellis (1997) proposed two ways: The first method is to ask the learner to correct himself; if he succeeds, then it is a mistake, but if he fails, it will be considered as an error. The second one is to check the performance of the learner; if he sometimes uses the correct form and sometimes the wrong form, we consider it as a mistake, but if he always uses the wrong form, then it is an error.

• Sources of Errors

James (1998) stated three main sources that can be the reason for errors’ occurrences which are: interlingual errors, intralingual errors, and induced errors.

✓ **Interlingual Errors (Mother-tongue influence)**

This type of errors is caused by learner's use of mother language elements in the target language. It is seen as a process in which learners apply knowledge or the rules of their native language to learn the second language. For instance, students translate idiomatic expressions word by word or follow the same grammatical structure of Arabic language (VSO) in building an English sentence.

✓ **Induced Errors**

This type of errors is related to the educational circumstances and the unsuitable methods of teaching used in the classroom. It includes materials-induced errors, teacher-talk induced errors, exercise-based induced errors, errors induced by pedagogical priorities and look-up errors.

✓ **Intralingual Errors**

This type of errors is caused by the target language itself. Students make mistakes in the target language because they are not familiar enough with the foreign language and their information about the TL is limited. According to Richards (1970), intralingual errors are subdivided into four main types due to overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concepts hypothesized.

- *Overgeneralization*: it “often appears to be due to the inappropriate application of a target language rules” (Oldin, 1989, p, 18). It occurs when the student learns a rule and uses it in different situations where it does not fit, such as adding the -s- to the verb with all pronouns: I sings, you sings, they sings.

- *Ignorance of Rule Restrictions*: it is “Closely related to the generalization of deviant structures, is failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply” (Richard, 1971, p. 09). In other words, students apply rules that are not appropriate to the context. For instance an EFL learner who studied the structure of English sentence: Subject + Verb + Object may say ‘the boy who I met him’ instead of ‘the boy who I met’ he may add *him* by analogy since he believes that any sentence without an object is wrong.
- *Incomplete Application of Rules*: the learner fails to use a fully developed structure, Ritchard (1971) argued that the deviant structure under this category shows the degree of development of rules that learners require to produce acceptable utterances. Ritchard also said that despite the frequent use of questions by teachers, learners form questions by adding only the question word in the beginning of the sentence without paying attention to the wrong grammatical structure (eg: “what you play”? Instead of “What do you play”?).
- *False Concepts Hypothesized*: this type of error derives from faulty comprehension of distinctions in the target language, due to poor gradation of some teaching items (Richard, 1971). Hence, learners in some cases do not differentiate between tenses, for example instead of using simple present to express a succession of an action, learners use the present continuous (I am putting on my sunglasses \ I put my sunglasses).

• Classification of Errors

Corder (1973) adopted a classification of four main types of errors for the surface structure “omission of some required element, addition of some unnecessary or incorrect element, selection of incorrect element and disordering of elements” (p. 227).

✓ Omission Errors

They occur when a student neglects some required elements; for instance omitting the auxiliary *to be* from the following sentence: he a doctor or *ing* marker in the sentence: she is play football.

✓ Addition Errors

Addition errors refer to the presence of an item that should not appear in a well formed sentence, for example: I did not revised my lessons / there are two womens in the club. In the first sentence, the learner added the marker *ed* to the verb *play* that referred to the past in the negative; Whereas, he added the letter (s) to irregular plural nouns.

✓ Misformation Errors

This kind of errors refers to the misuse of different grammatical elements; such as using the wrong singular demonstrative pronoun before a singular noun like saying: these car is mine instead of saying: this car is mine, or when using superlative form to compare between two items for example: My sister is tallest than my brother.

According to Steele (2004), the product approach includes four stages before the students produce the final text. The following figure depicts the stages involved in the product approach:

Figure 1

The Product Approach Model (Steele, 2004, P. 01)

The product approach	Stage 1	Familiarization
	Stage 2	Controlled writing
	Stage 3	Guided writing
	Stage 4	Free writing

1.1.6.2 The Process Approach

The process approach comes as a reaction to the product approach. It is defined as “an approach to the teaching of writing which stresses the creativity of the individual writer and which pays attention to the development of good writing practice rather than the imitation of models” (Tribble, 1996, p. 160). The process approach, as its name indicates, deals with the process and stages which learner goes through in writing. Badger and White (2000) affirmed that “ writing in process approach is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge such as knowledge about grammar and text structure” (p. 154).

The process approach encourages learners’ creativity and curiosity. Also, it enhances their writing competence and helps them to produce a well-organized written piece in addition to develop their long term skills and create a positive attitude toward writing, by which writing becomes a process of discovery for them as they discover new ideas and new language forms

(Raimes, 1983). Hence, Kroll (1990) mentioned that “this approach calls for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing process” (p. 15).

For this model, the activity of writing is an ongoing process which based on the four recursive stages of writing which are: prewriting, drafting, editing, and publishing. In this sense, Kroll (2001) stated that:

The process approach serves today as an umbrella term from many types of writing courses. What term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished response to their writing assignment without going through stages of drafting and receiving feedbacks of their drafts, it can be from peers and/or from teacher, followed by revision of their evolving texts (pp. 220-221).

1.1.6.3 The Genre Approach

The genre approach to teaching writing is mainly concerned, as the name indicates, on the production of a written work depending on a given social situation, which aims to achieve a specific purpose. Richards and Renandya (2003, p. 18) argued that “The central belief here is that we don’t just write, we write something to achieve some purposes: it is a way of getting something done”. This approach aims to get students aware of the different structures, forms, and grammar rules of a model text. Besides, it sheds light on the different purposes of a given genre of text.

There are several stages in designing a genre-based course by teachers from a text focus perspective as stated by Burns and Joys (1997) as following:

- Identify the overall contexts in which the language will be used.
- Develop course goals based on this context of use.
- Note the sequence of Language events within the context
- List the genres used in this sequence.
- Outline the sociocognitive knowledge students need to participate.
- Gather and analyze samples of texts.
- Develop units of work related to these genres and develop learning objectives to be achieved (p. 12).

To sum up, as the purpose of teaching is to meet the expectations of readers, create effective products, express social purposes and situations in a clear manner; the writers need to have deep understanding of the different types of texts to achieve certain purposes, or they have to consider certain cultural and social conventions and rules especially when writing for academic objectives.

1.1.6.4 The Process Genre Approach

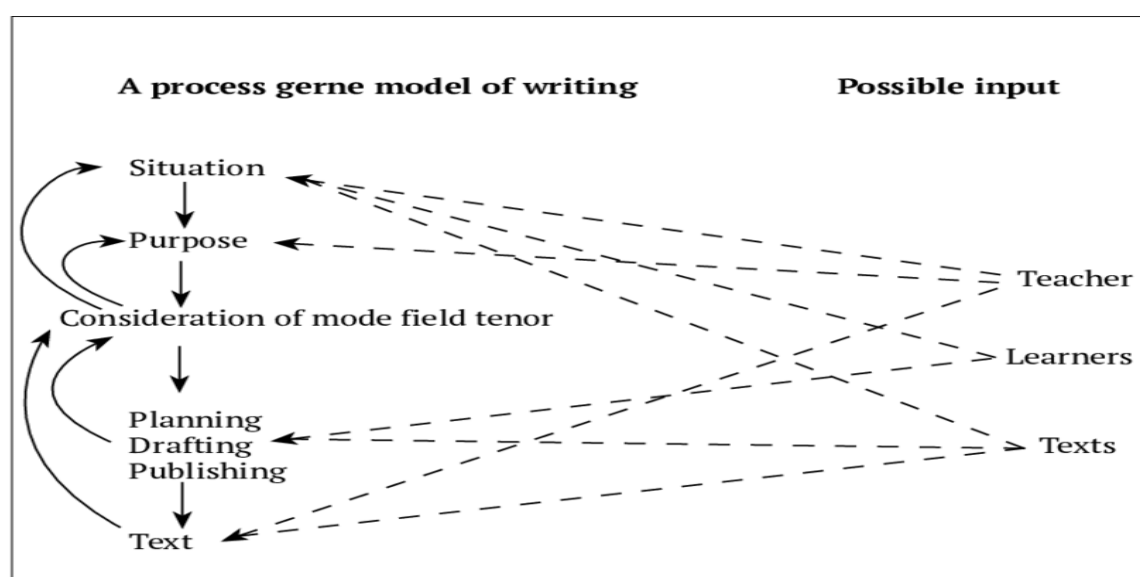
The Process Genre Approach is a combination of the process and the genre approaches. According to Badger and White (2000), “the Process Genre Approach regards writing as a process that includes knowledge of the language, knowledge of the context and purpose (as in genre approach), and skills in using language (as in process approach)” (p. 158). This approach helps students recognize the relationship between purpose and structure of a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing. In the same context, Hylland (2004) argued that “writing is a socio-cognitive activity that involves skills in planning and drafting as well as knowledge of language, contexts and audiences.”(p. 20). Accordingly, the

process approach and the genre approach complete each other to improve writing proficiency for better academic achievements.

The teaching procedure for the process genre approach is divided into six stages: preparations, modeling, planning, joint constructing, independent constructing and revising as stated by White (2000).

Figure 2

Integrated process-genre approach (Badger & White, 2000, p. 159)



In the light of illustrating the figure above, Badger and White (2000) asserted that teachers need to identify the situation to the student as a first step to write, then provide support for them to recognize the purpose and other aspects of the social context. In this case, learners who wanted to be estate agents would need to consider that the aim behind their description is to sell the house (purpose), that it must appeal to a certain group of people (tenor), that it must contain certain information (field), in addition to the way of describing the house (mode). Then, relying on their linguistic knowledge such as vocabulary, grammar, and organization, the

writers would use the skills appropriate to the genre, such as redrafting and proof-reading, to produce a description of a house which reflects the situation from which it arises.

1.2 Section Two: Peer Assessment

1.2.1 Assessment

1.2.1.1 Definitions of Assessment

Assessment is considered as a part of classroom activities that allows learners to identify their strengths and weaknesses in the learning process. It is used in numerous ways for many different purposes; hence, there is no fixed way to use it (Cizek, 1997). That is to say, assessment has become an essential tool within the field of education and it has been defined and used in different ways and contexts by different teachers.

Assessment is a way of evaluating what and how someone has learned something which includes both knowledge and skills. Therefore, it helps in improving students' learning process. For this sake, Angelo (1995) provided a comprehensive definition by saying that assessment is

an ongoing process aimed at understanding and improving students' learning. It involves making expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing and interpreting evidence to determine how well performances match those expectations and standards and using the resulting information to document, explain and improve performances (p. 07).

This means that assessment is a process used to improve learning through gathering information about the students' learning and using them to enhance the learning process in the classroom. It allows teachers to monitor students' achievement.

In order to reach the aim of assessment, teachers use different assessment instruments to gather information about their students' progress and the quality of their learning. Tests and teachers' observation are among the main means used by teachers to collect information about learners during or at the end of a course to evaluate their learning and achievement (Lambert & Lines, 2000)

To sum up, assessment is a systematic process of collecting and analyzing information about an individual's knowledge, skills and abilities in a particular subject of learning. It involves a set of methods that can be used to evaluate the progress and the performances of students help them achieve the learning outcomes.

1.2.1.2 Purposes of Assessment

Assessment can be used for different purposes. According to Bachman (2004), assessment has become a significant part of the education process because it is regarded as one of the important tools that the teacher uses to comprehend the needs of their students. That is to say, it helps teachers determine the weaknesses of their students and identify the particular aspects of the lesson that students have difficulties in order to choose the effective instructional methods that suit the learners' level and to enhance the teaching process.

Assessment in education has three main purposes: assessment for learning, assessment as learning, and assessment of learning (Arends, 2012). Firstly, assessment for learning refers to the process of finding and analyzing information that both students and teachers can use to determine the current procedure of students, identify their goals, and decide on the effective way to achieve them. Secondly, assessment as learning refers to the practice of students, evaluating their own progress, and using that information to create their future learning objectives. It is the use of self

and peer assessments. Finally, assessment of learning refers to the evaluations that take place after the learning experience to determine whether the learners have experienced any achievements or demonstrated any performance in their learning.

1.2.1.3 Principles of Assessment

The key concept of assessment is to enable the instructor to determine whether learners have acquired the necessary knowledge required and skills. To meet this goal, assessment should be characterized by five main principles: practicality, validity, reliability, authenticity and wash back.

• Practicality

Practicality is considered as a fundamental principle in assessment. It refers to how tests are practiced and scored, which involves determining the best timing, duration, and student participation requirements for a specific test (Nation & Macalister, 2010). Brown (2004) claimed that a test should have some criteria to be considered as practical. First, the practical assessment should take only the necessary amount of time and resources to be considered practical. Secondly, any practical test should be satisfactory to both the teacher and the students. For example, if a test is created with the intention of administering it to a limited group of students but is subsequently administered to a significantly larger number, it becomes infeasible as it does not cater to the needs of learners and educators. Brown (2004) added that tests that are impractical are those that require specific conditions and accommodations, and need special methods for grading.

To sum up, a practical test should be usable in any situation, with any students, and should be of moderate cost in terms of time, effort, and resources for both the teacher and students.

• Validity

Validity of a test refers to how accurately it measures what it is intended to measure (Hughes, 2003). Brown (2004) suggested five ways to establish validity. They are:

- ✓ **Face Validity:** refers to the extent to which a measurement instrument appears on its face, to measure the construct it is intended to measure.
- ✓ **Content Validity:** the essential way to ensure content validity is to make sure that all content areas are covered in the test.
- ✓ **Constructive Validity:** refers to concepts that are underlying the usage of specific ability including language proficiency.
- ✓ **Concurrent Validity:** is the process of validating one's own test by comparing it with another more established and recognized test.
- ✓ **Predictive Validity:** is closely related to concurrent validity. Hence, a test with strong predictive validity should lead to expected outcomes when compared with a future measure.

• Reliability

Any assessment should be consistent in order to be reliable. It means that if the test is directed to the same students on different moments, it produces the same results as it is supported by Brown (2004) who pointed that “if you give same test to the same students or matched students on two different occasions, the test should offer similar results” (p. 20). Reliability does not concern the test itself, but rather the consistency of the test results it produces.

Reliability consists of many subcomponents. Brown (2004, p. 21) recommended the following:

- First, student-related reliability takes into account factors that are associated with the students themselves, including biological, psychological, or social factors, that can potentially impact the test's reliability. This can include factors such as illness, lack of attention, or stress experienced by the students.
- Second, Rater reliability pertains to two main issues related to the examiner, which can affect the test's reliability which are:

Inter-rater reliability occurs when different examiners assign different scores to the same test.

Intra-rater reliability happens when the same teacher corrects his students' performances differently because of “unclear scoring criteria, fatigue, bias toward particular ‘good’ and bad ‘students’, or simple carelessness”.

• **Authenticity**

Another principle that should be taken into consideration in language assessment is authenticity. This latter refers to “the degree of correspondence of the characteristics of a given language test task to features of target language task” (Bachman & Palmer, 1996, as cited in Brown, 2004, p. 28) In short, assessing students' abilities in a real-world context is the goal of the authenticity principle in assessment. Brown (2004) proposed some helpful items to present authenticity in a test:

- The language in the test is as natural as possible.
- Items are contextualized rather than isolated.
- Topics are meaningful (relevant, interesting) for the learners.

- Some thematic organization to items is provided, such as through a story line or episode.
- Tasks represent, or closely approximate real world tasks (p. 28).

• Wash back

Wash back is a term used to describe the degree to which a test has affected the teaching and learning process. This impact may have either a positive or negative effect, depending on whether it has resulted in beneficial effects or not (Hughes, 1989). Brown and Abeywickrama (2010) indicated that wash back should contain the following characteristics:

- It has a positive impact on what and how teachers deliver their lessons.
- It has a positive impact on what and how learners acquire knowledge and skills.
- It enables learners to prepare enough for the test.
- It provides learners with feedback that improves their language development.
- It emphasizes formative assessment rather than summative assessment.
- It creates conditions for learners to perform at their best.

In brief, those principles provide guidelines for teachers in creating and assessing tests for their students.

1.2.1.4 Types of Assessment

There are several types of assessment, used for different purposes and benefits. The following part indicates some of the most common types of assessments:

•Diagnostic Assessment

Diagnostic assessment is a form of pre-assessment that is primarily used to identify learners' difficulties to determine the appropriate level of instruction for a student. It is beneficial for both teachers and students as it enables teachers to plan a meaningful and effective instruction (Alderson, 2005). This type of assessment can be very beneficial for language courses. They can help in placing learners in groups, admitting learners to specific courses, designing courses, and recognizing areas where correction is required (Davies et al., 1999).

In other words, diagnostic assessment is used to identify the strengths and weaknesses of a learners' knowledge and skills before instruction in order to organize learners into groups and guide a curriculum planning.

•Formative Assessment

Formative assessment is an assessment for learning, where both teachers and students are engaged in. It is known as a continuous assessment that takes place regularly throughout the academic year. Its objective is to monitor students' learning and give feedback to both teachers and students (Black & William, 1998). Moreover, Bloxham and Boyd (2007) viewed formative assessment as “any activity during a module which provides information to students and tutors on their progress” (p. 52). Indeed, formative assessment is a method that allows students to modify and enhance their work to make it more effective. Also, it enables teachers to assess the effectiveness of their teaching strategies and to evaluate the success of the teaching and learning process (Greenstein, 2010). This indicates that formative assessment is a process that is generally carried out throughout a course with the aim of providing both teachers and students with the required data to improve the learning process.

• **Summative Assessment**

Summative assessment is an evaluation that takes place at the end of a project, unit, semester, program, or a specific point in time with the aim of evaluating student learning, skill acquisition, and academic achievement after a defined instructional period (Cizek, 2010). This definition was proposed also by Brown (2004, p. 06) who claimed that “summative assessment aims to measure, or summarize what a student has grasped, and typically occurs at the end of a course or unit of instruction, final exams in course and general proficiency exams are examples of summative assessment”. Accordingly, summative assessment evaluates how a particular group of students responds to an intervention, rather than assessing the progress of individual students. The most known forms of summative assessment within the Algerian educational system are the BEM and BAC exams.

• **Self-Assessment**

Self-assessment is a good pedagogical tool that allows learners to evaluate the quality of their progress. Also, this type of assessment helps learners to be more active and autonomous because they can identify their strengths and weaknesses. For that, Harris (1997) defined self-assessment as “a key learning strategy for autonomous language learning enabling students to monitor their progress and relate learning to individual needs” (p. 12). Moreover, Sheerin (1989) pointed out that self-assessment gives students opportunities to be responsible for their learning and to monitor their achievement through trying various strategies that may improve their performance and progress in the future. In short, an effective way to self-language learning is to include self-assessment in the learning process to assess learners’ progress and customize their learning activities to meet their individual needs with the aim of helping them stay motivated and make stable progress towards their language learning goals.

• Peer Assessment

In EFL classes, teachers always search for effective methods to help their students in enhancing their language skills and knowledge. Thus, they adopt different collaborative learning strategies in the field of education; peer assessment is one of the most effective strategies that motivate and encourage students to become more involved with the course material.

1.2.2 Peer Assessment

1.2.2.1 Definitions of Peer Assessment

Peer assessment is a pedagogical strategy where students assess the learning products of their peers either by giving them remarks or marks as stated by Falchikov (2007) who pointed out that it “requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining” (p. 132). In addition, there are two forms of peer assessment: *Intra-group assessment*, which involves evaluating the work of peers within the same group, and *Inter-group assessment*, which involves evaluating the work of a group by another group (Sivan, 2000).

Peer assessment is a powerful educational strategy that provides significant benefits to students. It refers to the practice of classmates evaluating each other’s work either individually, in pairs, or in small groups in order to improve individual learning and develop group work. This strategy is much more than only a process of checking for mistakes, it makes the learning process explicit in which learners become more active in their learning, it develops the students’ confidence and improves their self-evaluation skills (Bloxham & Boyd 2007).

1.2.2.2 Types of Peer Assessment

There are several types of peer assessment; each type has its own unique characteristics and learning outcomes. Brown (2004) presented five types of peer assessment:

- **Direct Assessment of Performance**

It involves peers evaluating and providing feedback on the actual performance or task of their peers. It can be useful for activities such as presentations, role-plays, or group projects, where peers assess the quality and effectiveness of the performance.

- **Indirect Assessment of (general) Component**

It involves peers evaluating specific elements of a task or assignment rather than the overall performance. For example, they might assess the organization of an essay, or the clarity of arguments. It helps students focus on particular aspects of their work and receive feedback on those areas.

- **Metacognitive Assessment**

It involves peers providing feedback on the thinking processes and strategies used by their peers. This type of assessment aims to develop students' metacognitive skills, such as self-reflection, self-regulation, and awareness of learning strategies.

- **Socioaffective Assessment**

It involves assessing and providing feedback on the social and affective aspects of peer interaction. Peers evaluate qualities such as collaboration, teamwork, communication, and empathy. It encourages students to reflect on their interpersonal skills and promotes positive social interactions within the learning environment.

• Student Generated Test

It involves students creating test questions or assessments for their peers. It allows students to actively engage with the learning content, critically analyze the material, and develop a deeper understanding of the subject matter. It also encourages peer-to-peer assessment and collaboration.

In short, these various types of peer assessment can enhance learning outcomes by providing students with opportunities to critically evaluate their own work, gain feedback from their peers, and develop important skills.

1.2.2.3 Implementation of Peer Assessment

Peer assessment is a strategy used by teachers to promote students autonomy and responsibility towards their learning. To achieve this objective, many teachers encourage their students to engage in an effective and well organized peer assessment process. To do so, teachers should offer their learners useful guidelines. Topping (2009) claimed that the teacher should explain the role of assessors and assessment to their students and offer them with examples in order to understand the whole process of peer assessment. Moreover, the students should know that the feedback they give must be productive and their comments should be followed by evidence

Teachers play a vital role in motivating students during peer assessment. To reach this goal, they should specify the purpose of peer assessment to choose the right strategy, such as promoting group work or developing language proficiency as it is claimed by Topping (2009) who argued that the teacher should create a positive and supportive classroom environment in order to develop a sense of cooperation where the students are organized into small peer feedback groups based on ability level. Also, it is essential to integrate the students into the process of the

criteria of assessment which helps them develop a sense of ownership as well as to reduce their anxiety.

Indeed, teachers should help their students assess each other's progress by offering useful guidelines to them in order to acquire the reliability and validity of assessment, and reach the objectives of the assessment.

1.2.2.4 Advantages of Peer Assessment

Peer assessment is an effective educational strategy which provides advantages for students. It helps them in understanding the academic standards of the module and in recognizing the assessment criteria and how they are applied to evaluate students' work. Also, it helps them for autonomous learning and to develop their abilities (Bloxham & Boyd, 2007).

From another perspective, peer assessment enables learners to be more engaged and participate actively in the learning process, rather than simply receiving information passively; as a result, it promotes reflection on one's own learning and helps students in enhancing their skills by evaluating their peers' performance, as stated by Bonwell and Elison (2003). It means that peer assessment encourages learners' active participation and helps them reflect on their own learning process while developing their skills by evaluating their peers' work. It emphasizes the importance of learners being engaged in the learning process and taking responsibility for their own learning. Brown (1994) supported this idea by pointing that “one of the keys, but not the only key, of course, to successful learning lies in the feedback that a learner receives from each other” (p. 20).

In short, peer assessment is a useful way of learning that has many benefits for students in evaluating the work of their peers which help them understand what they need to learn,

participate in class, and improve their abilities. This makes it easier for them to learn on their own.

1.2.2.5 The Role of Peer Assessment in the Process of Learning Writing

Writing is commonly seen as a means by which individuals can express their thoughts and ideas to be evaluated by a reader who is going to analyze and assess the written work to determine whether the writer effectively communicated his/her message (Mittan, 1989). When writing, learners may commit mistakes, such as spelling mistakes, grammatical errors, and punctuation errors, which can change the intended meaning of the written work. To solve these problems, Brown (1994) suggested that receiving feedbacks from peers is deemed as one of the main keys that lead to a successful learning. This means that peer feedback allows students to recognize their writing weaknesses and helps them to make their writing more proficient.

Peer assessment is a focused, productive, and a valuable educational strategy as it has various benefits in writing as well as in the teaching process and the learning process. It can reduce the teachers' workload especially in large classes where they could not correct every student's work in a limited period of time. Also, it helps learners develop a sense of audience by interacting with each other, sharing their ideas, exchanging thoughts and correcting mistakes (Crusan, 2013). Furthermore, using this strategy increases learners' motivation as they are actively engaged in the process of providing and receiving feedback from peers regarding mistakes in writing because they feel comfortable responding and explaining things to each other in a language they are familiar with, without experiencing any sense of shame (Harmer, 2008). In other words, peer assessment is a useful way for the learning/teaching process since it has many advantages in writing classes. It relieves teachers of excessive work pressure and enables learners

to understand their audience by engaging in interactive discussions with their peers, leading to increase motivation and a supportive learning environment where students can learn better.

From another perspective, peer assessment involves a formal exchange of comments, corrections, and suggestions between the writer and the reader. Hyland (2003) stated that “the theoretical advantages of peer response are based largely on the fact that writing and learning are social processes” (P. 198). In other words, peer assessment promotes a sense of community and collaboration in the classroom by engaging students in constructive discussions, providing feedback and learning from one another's writing which creates a social environment. Moreover, peer assessment develops students' critical thinking skills by helping them to read critically their own work and the work of their peers. It enables them to receive different views on their writing and to recognize their strengths and weaknesses. Also, it helps learners to develop a sense of responsibility for their writing abilities by analyzing critically their work and recognizing the elements and rules of good writing that help them enhance their writing performance (Leki, 1990; Zhang, 1995 as cited in Hyland, 2003).

To wrap up, the implementation of peer assessment in writing classes creates a positive and supportive learning environment where students can communicate better with each other and express themselves more freely, regardless of their different levels of writing skills and helps them improve their writing proficiency.

Conclusion

Briefly to conclude, writing is seen as a difficult skill which requires a significant amount of effort on the part of EFL learners in order to achieve a high level of writing proficiency. One may say that assessment with its various forms, especially peer assessment plays a crucial role in

language teaching generally and in writing particularly. Peer assessment is an effective strategy especially in helping students know how to interact with each other, learn from other peers, and evaluate themselves as well as improve their writing skills. Furthermore, this strategy informs the teachers about the effectiveness of their methods in developing EFL learners' writing performance. In fact, peer assessment strategy can be regarded as a powerful tool which helps both teaching and learning processes.

Chapter Two: Practical Part

Introduction

2.1 Section One: Teachers' Questionnaire

2.1.1 Administration of the Teachers' Questionnaire

2.1.2 Description of the Teachers' Questionnaire

2.1.3 Analysis and Interpretation of the Results

2.1.4 Discussion of the Results

2.2 Section Two: Learners' Questionnaire

2.2.1 Population and Sample

2.2.2 Description of the Learners' Questionnaire

2.2.3 Analysis and Interpretation of the Results

2.2.4 Discussion of the Results

Conclusion

Chapter Two: Practical Part

Introduction

In contrast to the first chapter, which deals with the theoretical part of the research, this chapter presents its practical part. It is primarily introduced to present and analyze the gathered data to treat the problem, answer the research questions, and accomplish the aim of the research. The research employs questionnaires as an instrumental tool for gathering data from both teachers and learners. On the one hand, teachers' questionnaire seeks to determine written expression teachers' perspectives toward the use of peer assessment as an educational strategy to enhance students' writing proficiency. On the other hand, Students' questionnaire is designed to investigate second year university learners' views about the importance of assessing their peers in improving their written proficiency. Concurrently, this research tries to find out whether teachers and learners have positive perspectives toward the use of peer assessment in developing the writing skill.

The current chapter presents the analysis of both teachers' and students' questionnaires. Each section starts by describing the basic elements of the study including the participants and the data collection tools. After that, it analyses, discusses and makes interpretations about the collected data.

2.1 Section One: Teachers' Questionnaire

2.1.1 Administration of the Teachers' Questionnaire

The teachers' questionnaire has been designed to investigate written expression teachers' perspectives toward the use of peer assessment. It tries to show teachers' views towards the use of peer assessment and whether this strategy helps them improve the writing skill. It has been

administered to 21 teachers who teach written expression to second year students in the department of foreign languages at Mila University centre. We specifically chose teachers of written expression due to their experience in teaching the writing skill and learners' difficulties in writing.

2.1.2 Description of the Questionnaire

The teachers' questionnaire consists of 18 questions divided into four sections including 16 closed questions and 2 open-ended questions.

Section One (1-3)

The first section includes general information about teachers' academic degree, teachers' experience in teaching English and teachers' experience in teaching the module of written expression at university.

Section Two (4-9)

The second section is designed to investigate teachers' views about the problems of writing and the difficulties that learners face while learning writing.

Section Three (10-17)

The third section aims to investigate teachers' standpoints concerning the use of peer assessment strategy for developing learners' writing proficiency.

Section Four (18)

The fourth section demands from teachers to give suggestions or additional information which they find relevant to the topic.

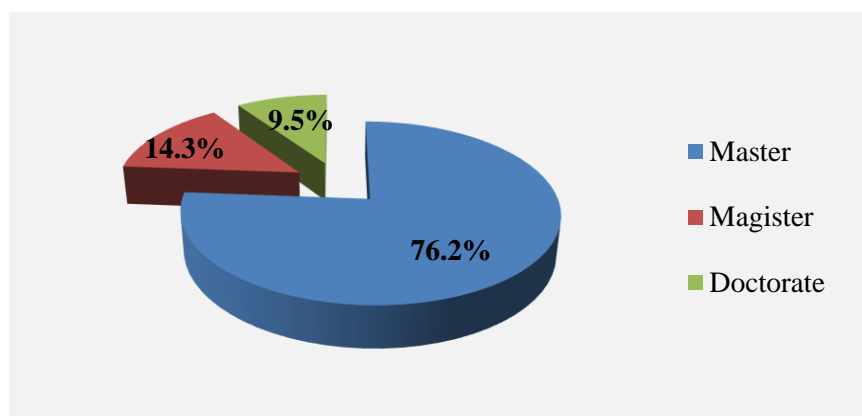
2.1.3 Analysis and Interpretation of the Results

Section One: General Information

Q1. What is your degree?

Figure 1

Teachers' Academic Degree

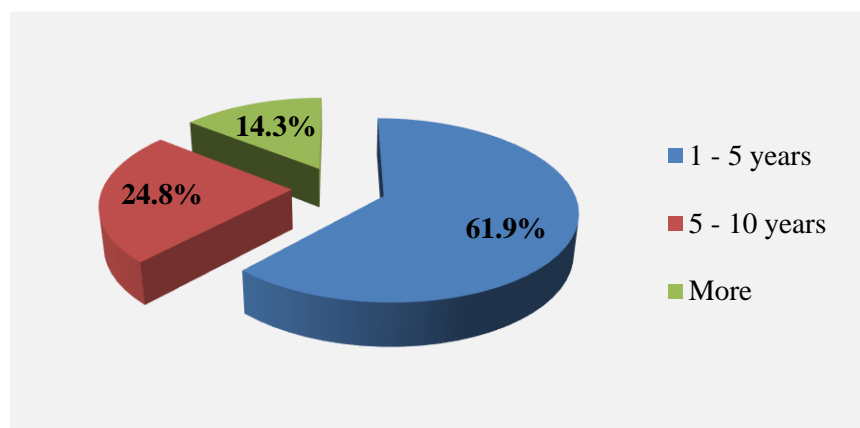


The aim of this question is to identify the academic degree of the questioned teachers. As shown in figure 1, 76.2% of the respondents have a master degree, while 14.3% declared that they have magister degree. Only 9.5% hold the doctorate degree. The outcomes show that most of the teachers have master degree.

Q2. How long have you been teaching English

Figure 2

Teachers' Experiences in Teaching English

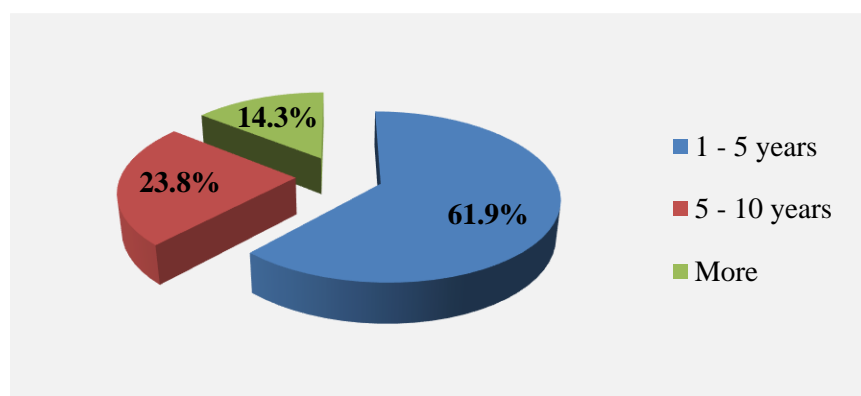


The purpose behind this question is to recognize the teachers' experiences in teaching English. The results indicate that 76.2% of the teachers have taught English for less than five years, 14.3% of them claimed that they teach English for five to ten years whilst 9.5% of the instructors have experience in teaching that lasted more than ten years. The findings show that the questioned teachers have an experience in teaching English that allows them to provide us with concrete information to reach the aim of the research.

Q3. How long have you been teaching the module of *written expression* to second year university students?

Figure 3

Teachers' Experience in Teaching Written Expression to Second Year University Students



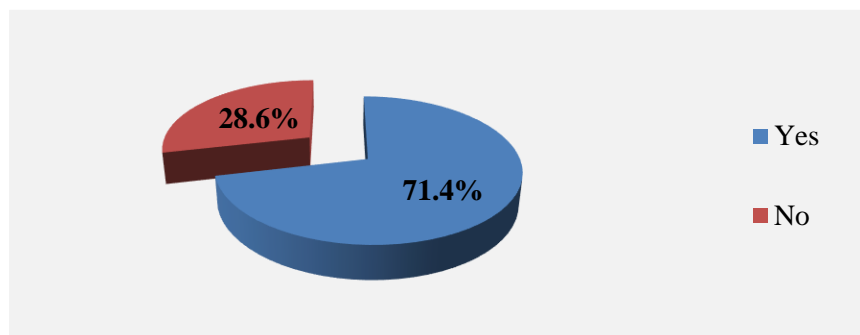
The question seeks to figure out the experience of the respondents in teaching written expression to second year university students. Figure 3 shows that more than half of the questioned teachers (61.9%) have taught English for second year university students for one to five years while 22.8% of them have taught them this module from five to ten years, and only 14.3% of them have taught written expression for more than ten years.

Section Two: Writing Skill

Q4. Do you find teaching writing skill a difficult matter?

Figure 4

Teachers' Views on the Difficulty of Teaching Writing

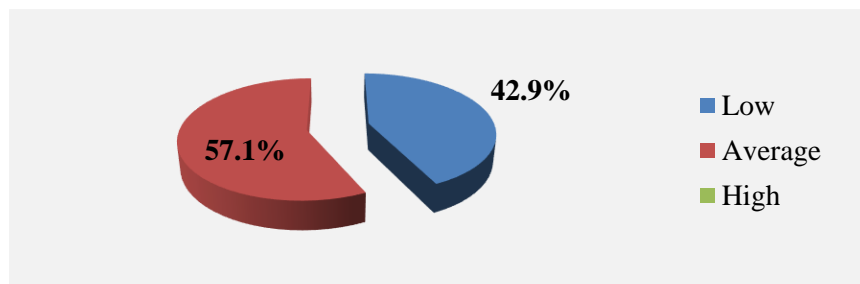


The purpose of this question is to find out whether teachers of written expression find difficulties in teaching writing. According to figure 4, most of the questioned teachers (71.4%) answered with yes and only 28.6% of them said no. These results denote that writing is a challenging module to teach.

Q5. How can you describe your students' writing level in English?

Figure 5

Teachers' Views towards the Level of their Students in Writing

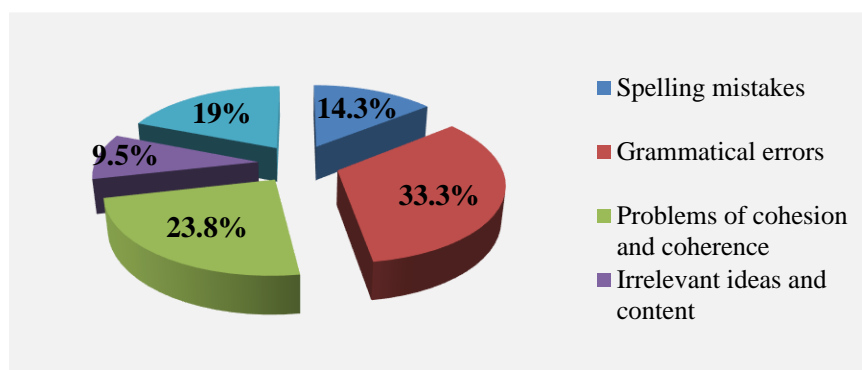


The aim of this question is to recognize teachers' assessment of their students' level. As shown in figure 5, more than half of the teachers (57.1%) argued that their students' level is average. 42.9% of them declared that their students' level is low, and none of them opted for high. The outcomes show that most of the teachers are not satisfied with their students' level and that second year university students find difficulties in writing which requires an effective strategy to reduce them.

Q6. What are the most common writing problems that second year university students face? (You may choose more than one option)

Figure 6

Second Year Students' Difficulties in Writing



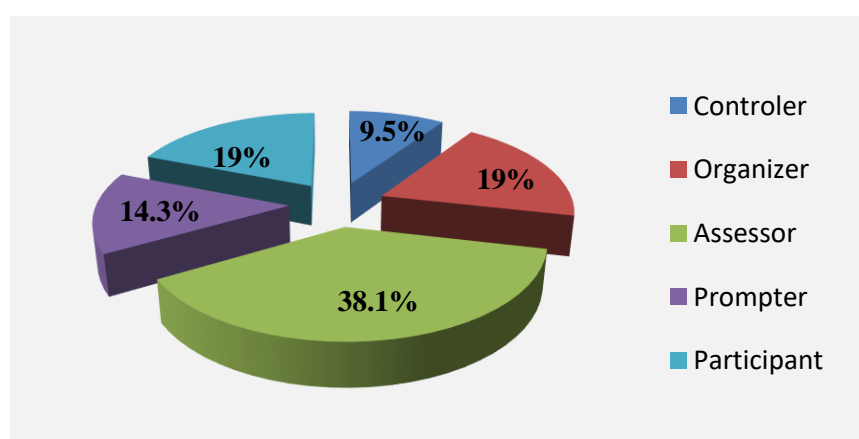
The purpose behind asking this question is to investigate learners' difficulties that are encountered during written tasks from the teachers' points of view. As it is visible in figure 6, 33.3% of the informants noticed that their learners tend to commit grammatical errors. 23.8% of them argued that learners have problems of cohesion and coherence; 19% of them opted for lack of vocabulary; whereas, 9.5% of them claimed that students have problems of irrelevant ideas

and content. These results indicate learners' unawareness of the language and its rules. Therefore, they need an appropriate strategy in order to overcome those difficulties.

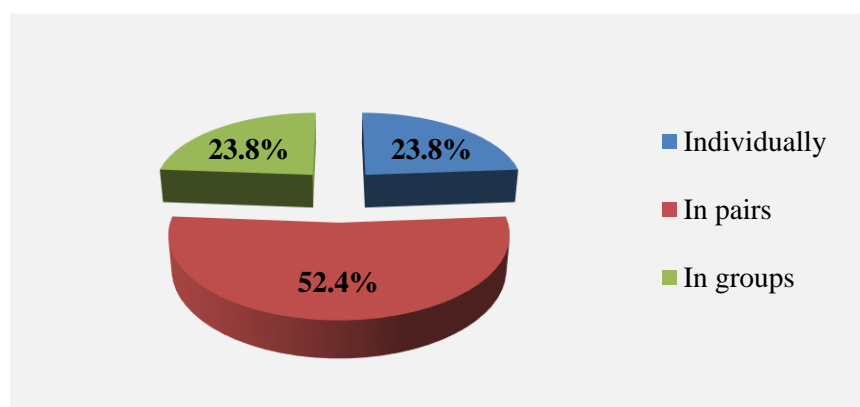
Q7. According to you, which of the following teachers' roles motivate students to write?

Figure 7

Teachers' Role that Motivates Student to Write



The question is structured to know the role of the teacher that motivates more students to write. As it is shown in figure 7, 38.1% of the respondents argued that learners are motivated more to write when the teacher acts as an assessor, 19% of them said that learners prefer the teacher's role to be a participant, and 19% said organizer; while, 14.3% of them opted for prompter, and only 9.5% of them claimed that learners feel more motivated in case the teacher is a controller during the lecture. This shows that the role of teacher as an assessor motivates learners to enhance their writing skills. Therefore, learners are aware of the importance of assessment in learning how to write.

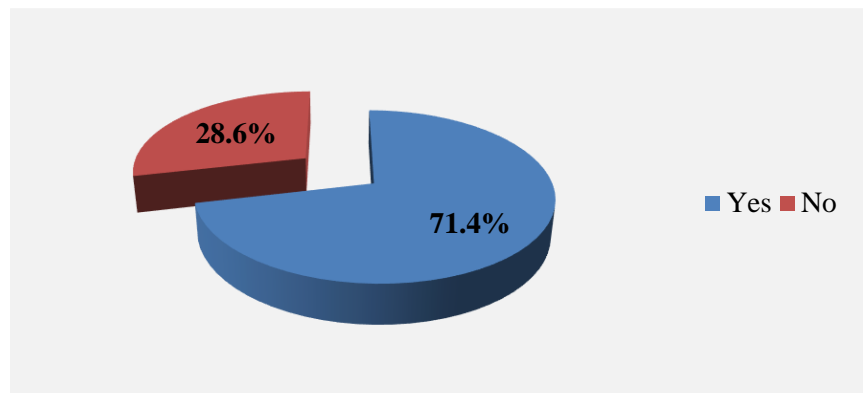
Q8. In writing classes, do students prefer to work?**Figure 8***Students' Preferred Type of Work*

This question seeks information about teachers' views concerning their students' preferred type of work. The figure above shows that more than half of the questioned teachers (52.4%) claimed that their learners prefer to work in pairs; whilst 23.8% of them argued that their learners like to work individually and 23.8% chose the last option (in groups). These findings affirm that students prefer to work cooperatively, which indicates their positive attitude toward the use of peer assessment strategy in ameliorating their writing proficiency.

Q9. Do you think that cooperative writing tasks are better than individual working in writing classes?

Figure 9

Teachers' Opinions about the Efficient Working Mode in Writing



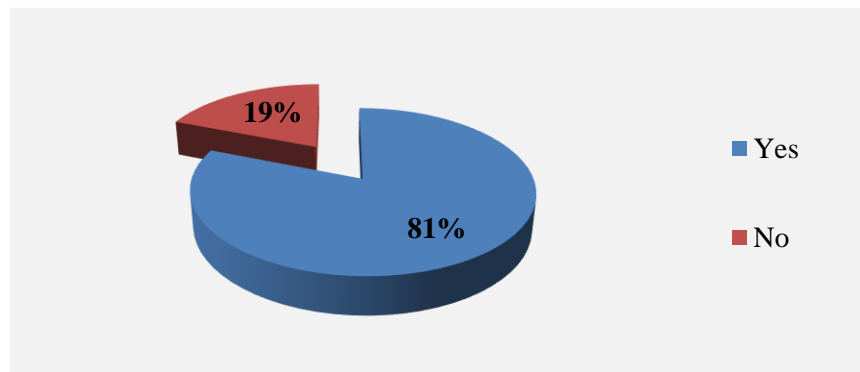
Question9 is asked to know teachers' views towards the effective strategy in completing writing tasks, either cooperatively or individually. The results reveal that the majority of them (71.4%) agreed that cooperative writing tasks are better than the individual tasks; in contrast, 28.6% of them said the opposite. These results express the teachers' positive attitude towards the effectiveness of cooperative tasks during writing classes to improve the writing skill.

Section Three: Peer Assessment

Q10. Do second Year University students like to be assessed?

Figure 10

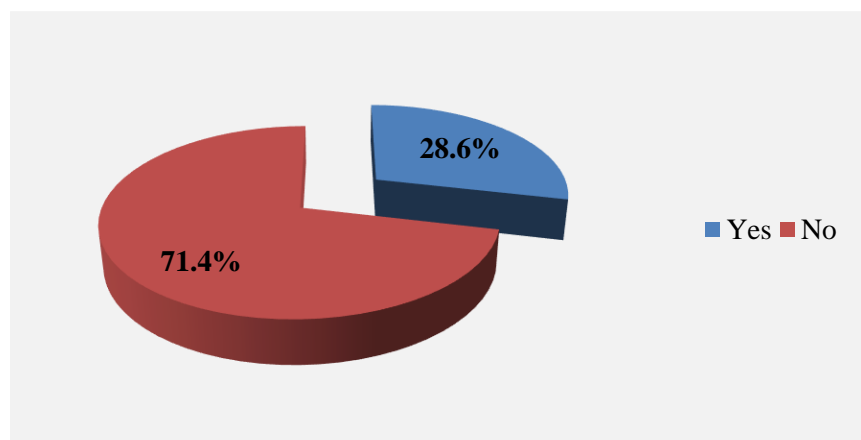
Students' feelings towards Assessment



The aim behind this question is to shed light on teachers' views about second Year University students' reactions toward assessment. As it is presented in figure 10, 81% of the informants said that their students like to be assessed while 19% said the opposite. From these outcomes, we can assume that second year university students perceive assessment as a valuable tool for learning and improving writing.

Q11. Do you think that peer assessment is more effective than teacher assessment?**Figure 11**

Teachers' Opinion towards the Effective Type of Assessment (Peer Assessment/ Teacher Assessment)

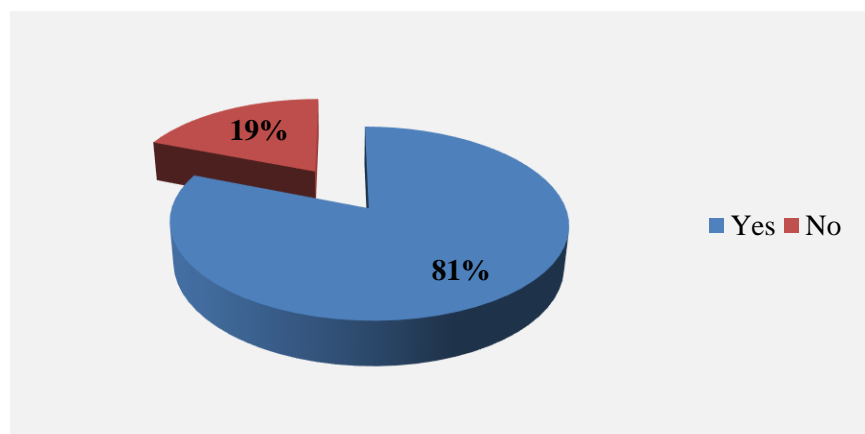


This question aims to investigate teachers' opinions towards the effectiveness of peer assessment compared to teacher assessment in enhancing learners' writing abilities. Based on the data mentioned in figure 11, 71.4% of the teachers consider teacher assessment as more effective than peer assessment, but just 28.6% regard peer assessment as more effective. The outcomes suggest that teacher assessment is an effective strategy to develop writing because teachers have extensive experience in assessing students' assignments.

Q12. Do you think that learners are capable of providing useful feedback to their peers on writing assignments?

Figure 12

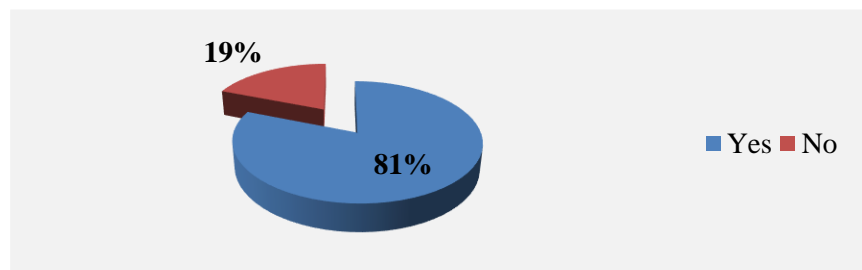
Teachers' Opinion towards the Ability of Students to Assess their Peers Writing



This question seeks information about teachers' views concerning their students' capability of providing useful feedback to their peers' writing assignments. The figure 12 shows that the overwhelming majority of the informants (81%) claimed that their learners are able to provide helpful feedback to their peers' written tasks whilst 19% of them said that their learners are incapable to do so. These findings affirm that students have the capacity to offer valuable feedback to their peers' writing assignments. Accordingly, teachers have positive standpoints towards the valuation of peer feedback in improving learners' writing assignments.

Q13. Do you think that learners are motivated to provide feedback to each other?**Figure 13**

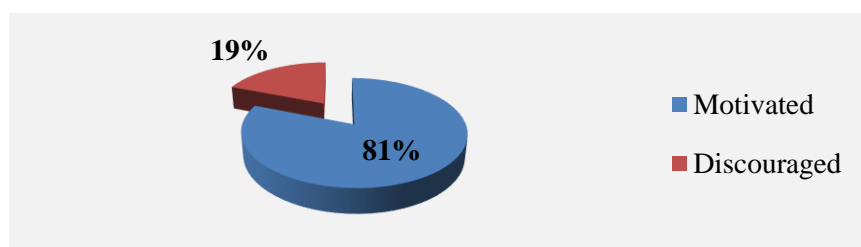
Teachers' Opinion towards the Motivation of Students to Assess their Mates



Question 13 is designed for the sake of knowing teachers' views about whether the students are motivated to assess their mates' assignments. Figure 13 shows that most of the teachers (81%) confirmed that their students feel motivated to assess their mates' assignments while 19% of them disconfirmed it. Hence, the results indicate that teachers consider PA in writing as a good strategy to improve students autonomy and responsibility toward assessing their peers and to increase their motivation to collaborate together and benefit from each other.

Q14. How do learners feel about receiving feedback from peers?**Figure 14**

Teachers' Opinion towards the Perception of Students about Receiving Feedback from Peers

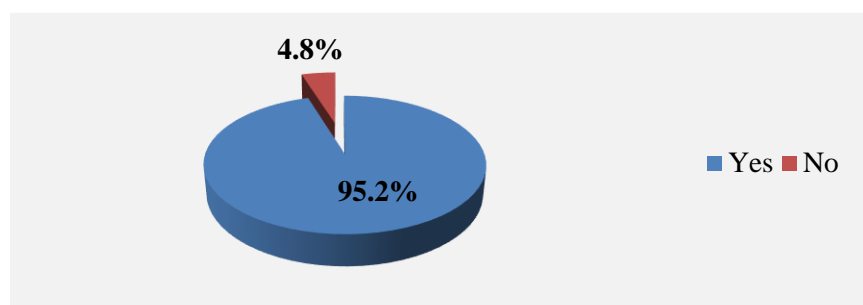


This question is asked to explore the teachers' opinions about the students' attitudes and feelings toward receiving feedback from their peers. Figure 14 demonstrates that 81% of the questioned teachers declared that students feel motivated when receiving feedback from their peers. 19% declared that students feel discouraged. This justifies that students like to have peer feedback and benefit from each other's views and opinions; they feel more comfortable and engaged in the learning process.

Q15. Do you think that peer assessment improves collaboration skills?

Figure 15

Teachers' Opinions towards the Role of Peer Assessment in Developing Collaborative Skills

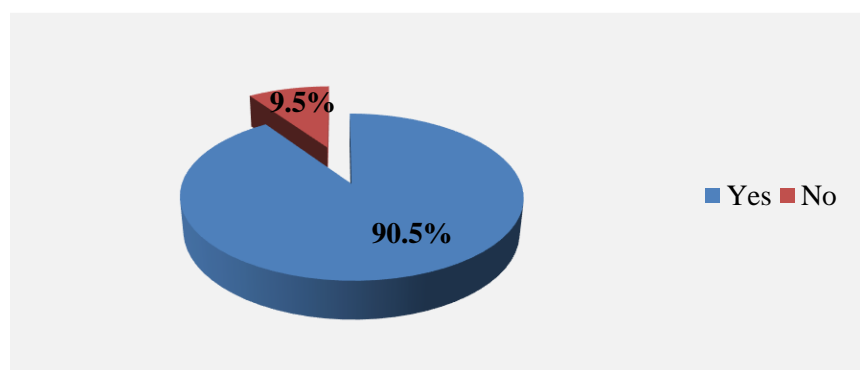


This question is devoted to explore the teachers' views about whether this strategy improves collaboration skills. Regarding the outcomes in figure 15, the vast majority of the teachers (95.2%) have a positive view about the efficiency and importance of this strategy to develop the collaboration skill while only 4.8% of them have a negative view. The findings indicate that working in cooperation with peers creates a positive atmosphere which stimulates the learners to exchange knowledge, share different views, develop communication skills, and build positive social relationships.

Q16. Do you think that peer assessment helps learners in recognizing areas where they need to improve writing?

Figure 16

Teachers' Opinions towards the Role of Peer Assessment in Recognizing Learners' Writing Weaknesses



This question aims to investigate teachers' perceptions towards the usefulness of peer assessment strategy in recognizing areas where learners need to improve their writing. Upon analysis, the overwhelming majority of the teachers (90.5%) agreed on the usefulness of this strategy in helping learners identify their weaknesses in writing and ameliorate them while 9.5% of them disagreed. The outcomes confirm teachers' positive perception towards the importance of using peer assessment strategy in discovering learners' writing weaknesses and reducing them.

Q17. How to address the challenges of peer assessment in learning writing to achieve its benefits?

This question aims to figure out the way teachers handle the problems that might face them when using peer assessment strategy with the intention of improving the writing skill of learners.

Only eleven teachers from the entire informants answered this question. They stated almost similar answers which can be summarized in the following points:

- There are various challenges to peer assessment that must be overcome in order to reap its benefits. One of them is that sometimes students may not be qualified enough to give feedback or review their classmates' work. In this case, the teacher can address this challenge by giving students clear instructions and rules for the assessment process; this can include rubrics, samples of work or checklist of characteristics of a good paragraph so that students know what exactly is there to assess and what problems to look for in their peers' pieces of writing
- Another challenge could be time restraints; it is important for students to have a peer assessment session every now and then in order to make them grasp the evaluation criteria, how to provide constructive comments, and how to receive feedback without becoming defensive or discouraged.
- The teacher plays the role of a guide and motivator during the peer assessment process by giving the opportunity for his students to provide corrective feedback to each other and insisting on constructive assessment.

From these suggestions, it is so clear that teachers are aware of this strategy and its benefits in addition to the appropriate solutions to overcome any problem that can reduce its effectiveness.

Section Four: Teachers' suggestions

Q18. Could you please add further suggestions concerning using peer-assessment strategy to develop students' writing proficiency?

The last question is an open question, given to teachers to provide further suggestions concerning the use of peer assessment as a strategy to develop learners' writings. Only six teachers answered this question. The main suggestions are summarized in the following points:

- Having students conduct peer assessments anonymously is an effective way to achieve more genuine and constructive input, and it also removes assessment bias in the process.
- Monitoring the assessment process as students engage in peer assessment. It is important to monitor the process to ensure that it is fair and productive.
- Well guided constructive peer assessment helps effectively in improving learners' writing skill as it creates a sense of teamwork and learning from each other.
- It is crucial to explain to students the purpose of peer assessment and how they will benefit from it to avoid any sort of reluctance or misunderstanding.

2.1.4 Discussion of the Results

The aim behind the teachers' questionnaire is to investigate teachers' perceptions towards the use of peer assessment in enhancing writing. The analysis of the informants' answers shows that the majority of written expressions teachers in the department of English hold the master degree and have experience in teaching written expression modules which indicates their ability to provide us with concrete and valid information concerning our research.

Based on the gathered data, we can assume that teaching the writing skill is a challenging matter for almost all teachers due to the low level of second year students who have various problems in different areas of language including grammar, vocabulary and coherence and cohesion in their written productions. Teachers' responses show that learners are motivated to be assessed and that they appreciate collaborative work which reflects their positive attitude toward receiving and sharing feedback with their peers. Furthermore, these findings demonstrate the agreements of teachers concerning the efficiency of engaging the students in the process of assessment by allowing them to assess their peers' written works, which seen as an effective classroom strategy that helps students recognize their weaknesses through their peers feedbacks which will help them to reduce their writing' flawless and hinders their long term skills like cooperative work. Teachers' answers indicate that although they see that teachers' assessment is more effective than peer assessment, they did not ignore learners' motivation and capability to provide each other with valuable feedback, and how to make peer assessment more effective, through guiding learners during the process of peer assessment and make them aware of the benefits of peer assessment and how to apply it. This signifies that peer assessment is an efficient classroom strategy in terms of developing the capacities of learners in writing.

In the attempt to figure out the points of view of teachers towards the implementation of peer assessment as a strategy to help students increase their writing skills, the previously stated results denote their positive perception with regard to the crucial role of peer assessment in developing students' abilities of writing besides enhancing their collaboration skills.

2.2 Section Two: Students' Questionnaire

2.2.1 Population and Sample

The current research is conducted at University Centre of Mila (AbdelhafidBoussouf), Institution of Letters and Languages, Department of Foreign Languages. The population of our research involves foreign language learners. They are second year students of English in the academic year 2022/2023. Their overall number is 203 students, who are divided into 06 groups; 91 Students is the sample of this study. The choice of second year students is based on their experience in learning English, their knowledge about writing skill, and the use of peer assessment strategy in enhancing writing proficiency.

2.2.2 Description of the Students' Questionnaire

The students' questionnaire consists of 16 questions divided into four sections including 15 closed questions and 1 open-ended question.

Section One (1-2)

The first section includes questions about general information about students. It involves their choice of English and their level.

Section Two (3-6)

The second section aims at discovering the problems and difficulties that learners face while learning writing.

Section Three (7-15)

The third section is designed to investigate students' views concerning the use of peer assessment strategy for developing their writing proficiency.

Section Four (16)

The fourth section demands from students to give suggestions or additional information which they find relevant to the topic.

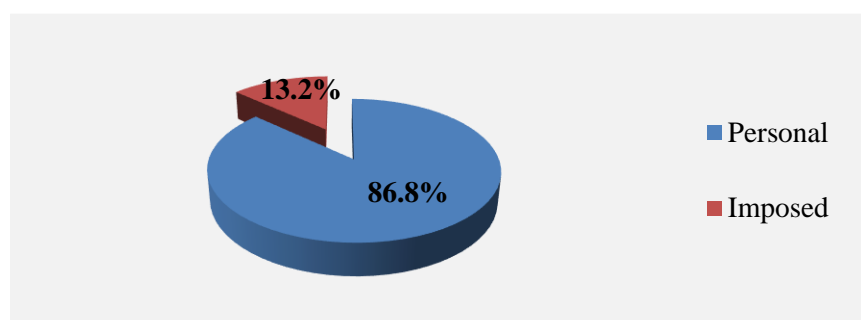
2.2.3 Analysis and Interpretation of the Results

Section One: General Information

Q1. Your choice of studying English was?

Figure 17

Students' Choice of Studying English



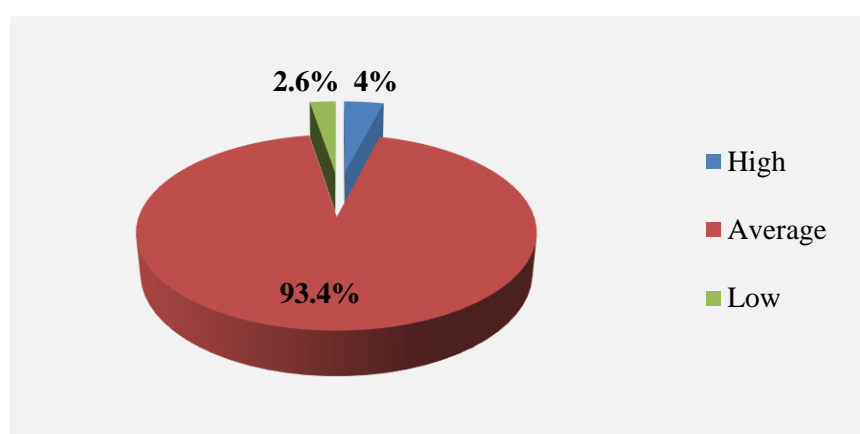
The aim of this question is to recognize whether learners chose to study English by themselves. As shown in figure 17, 86.8% of the students were personally selected to study English whilst only 13.2% of them were obliged to study it. The data reveal that the majority of

second year students are interested in studying English which makes them motivated to work hard to improve all its aspects and skills.

Q2. How do you rate your level in English?

Figure 18

Students' Assessment of their Level in English



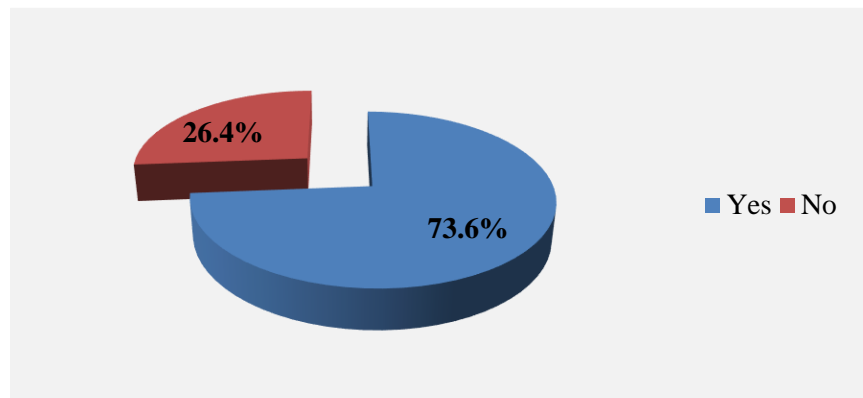
This question aims to identify the students' assessment of their level in English. Figure 18 demonstrates that the vast majority (93.4%) of the students described their level as average, while 4% of them assumed that their level is high, and only 2.6% of them considered their level low. These results denote that most of the students face many problems in writing and have an average level that can be developed through applying appropriate strategies.

Section Two: Writing Skill

Q3. Do you enjoy writing sessions?

Figure 19

Students' Attitudes towards Writing Sessions

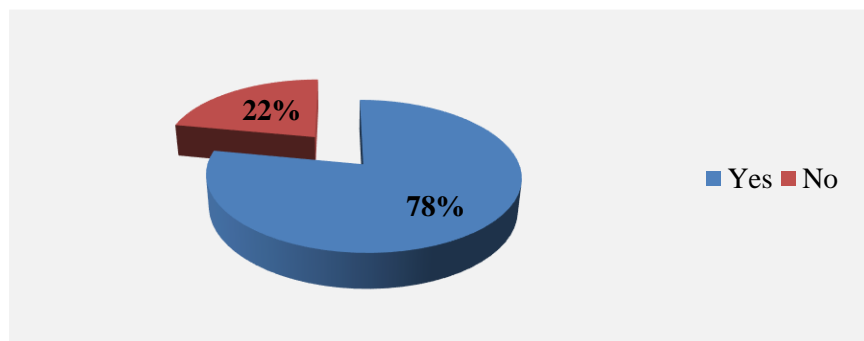


The aim of this question is to find out whether the students are motivated to study writing. As it is shown in figure 19, the majority of the respondents (73.6%) admitted that they enjoy the writing sessions unlike the 26.4% of them who stated that they dislike writing. These findings confirm that the students are motivated to learn writing and think of solutions to overcome all the problems faced.

Q4. Do you find difficulties in writing?

Figure 20

Students' Difficulties in writing

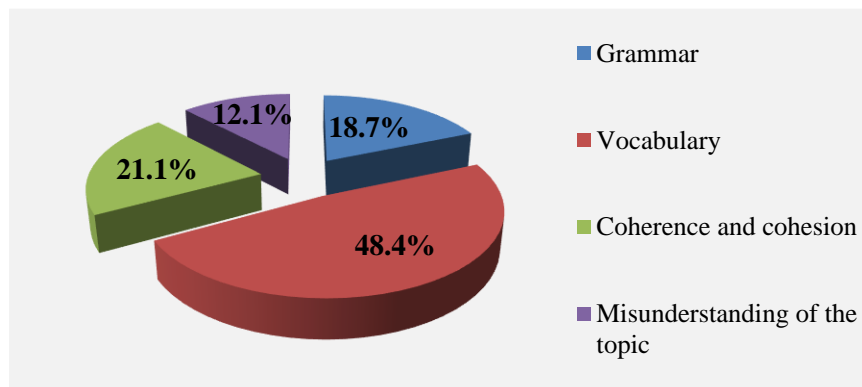


Question 5 is asked in order to know whether students face some problems in writing. From the figure above, 78% of the respondents encounter difficulties in writing. In contrast, just 22% declared that they do not face any problem. These findings indicate that writing is a difficult skill that requires considerable efforts and efficient strategies to be developed.

Q5. If yes, in which areas do you find problems usually?

Figure 21

Difficulties that Face Students in Writing

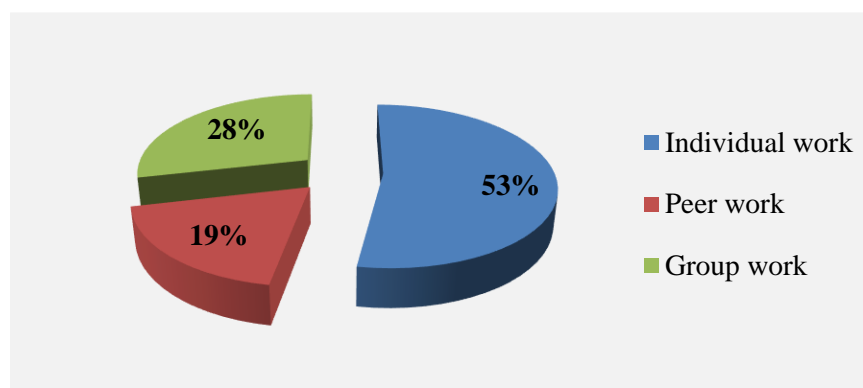


The purpose behind asking this question is to identify the different difficulties that second Year University students of English frequently encounter when writing in English. Figure 21 shows that 48.4% of the sample has problems in vocabulary and 21.1% of them have problems of coherence and cohesion. 18.7% of them related their poor writing proficiency to the committing of grammar mistakes. Only 12.1% of them reported that they find obstacles in understanding the topic. The findings indicate that lack of vocabulary is the major problem faced by second year learners.

Q6. In written expression, do you prefer?

Figure 22

Students Preferred Type of Working



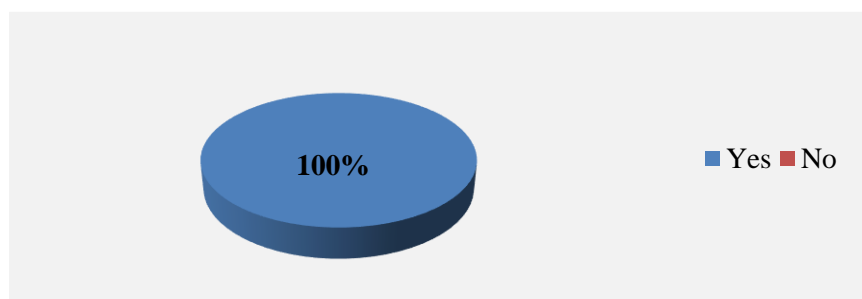
This question is designed for the sake of knowing the mode of learning that students prefer the most when completing written tasks. The figure above shows that more than half of the students (53%) prefer to work individually whereas 47% of them like to work cooperatively; 28% prefer to complete writing tasks in groups and 19% prefer to do so in pairs. These findings indicate that students depend on themselves and they prefer to work individually which enables them to evaluate their writing proficiency and to develop their autonomous learning.

Section Three: Peer Assessment

Q7. When you make mistakes, do you like to be corrected?

Figure 23

Students' Attitudes towards Being Corrected

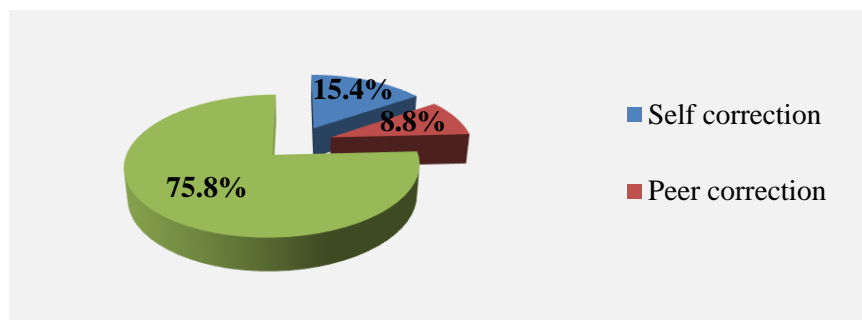


This question is asked to know whether students like to be corrected when they make mistakes. Concerning the findings in figure 23, it is strongly noted that all the students (100%) would like to be corrected when they make mistakes. This indicates that all the students are aware of the importance of feedback in learning FLs.

Q8. Which type of correction would you prefer?

Figure 24

Students' Preferred Type of Correction

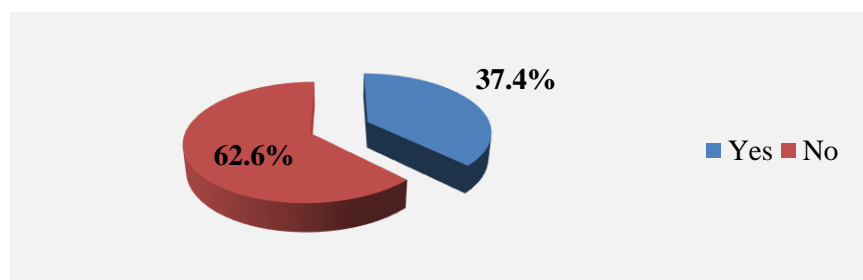


The aim behind asking this question is to determine the students' preferred type of correction that may minimize their mistakes and help them improve their writing skills. The outcomes in figure 24 set that 75.8% of the students favor teacher correction rather than self-correction which is preferred by only 15.4%; whereas 8.8% of the students prefer peer correction. Hence, the findings reflect that students feel more comfortable when receiving feedback from their teachers.

Q9. Do you think that peer assessment is more effective than teacher assessment?

Figure 25

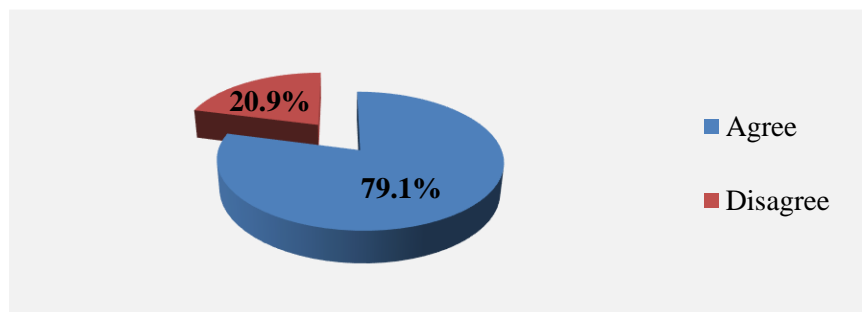
Students' Opinion towards the Effective Type of Assessment (Peer Assessment/Teacher Assessment)



This question aims to investigate learners' opinions towards the effectiveness of peer assessment compared to teacher assessment in enhancing writing. Based on the data mentioned in figure 25, 62.6% of the students consider teacher assessment more effective vis-à-vis peer assessment. However, just 37.4% regard peer assessment as more efficient. The outcomes suggest that students may trust the assessment they receive from their teacher. Hence, they believe it will be more detailed, specific and constructive compared to their peers.

Q10. Do you agree that peer assessment is useful in improving the writing proficiency?**Figure 26**

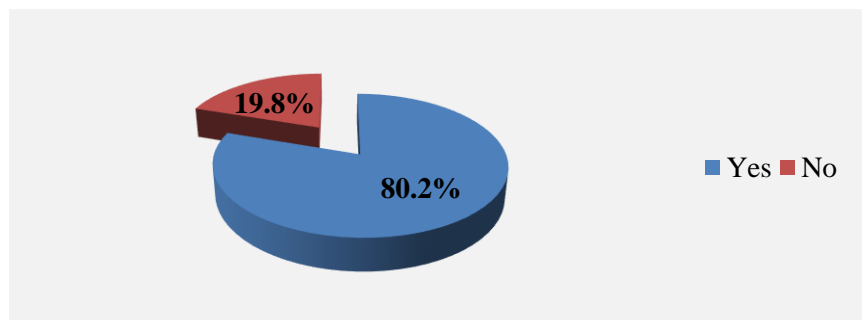
Students' Opinions towards the Effectiveness of Peer Assessment in Improving Writing



This question aims to investigate learners' perceptions towards the usefulness of peer assessment strategy in improving writing proficiency. Upon analysis, the majority of the students (79.1%) agreed on the usefulness of this strategy for improving writing skill while 20.9% of them disagreed. The outcomes confirm learners' positive perception towards the importance of using this strategy in the process of improving writing.

Q11. Do you feel motivated to assess mates' assignments?**Figure 27**

Students' Attitudes towards Assessing their Mates

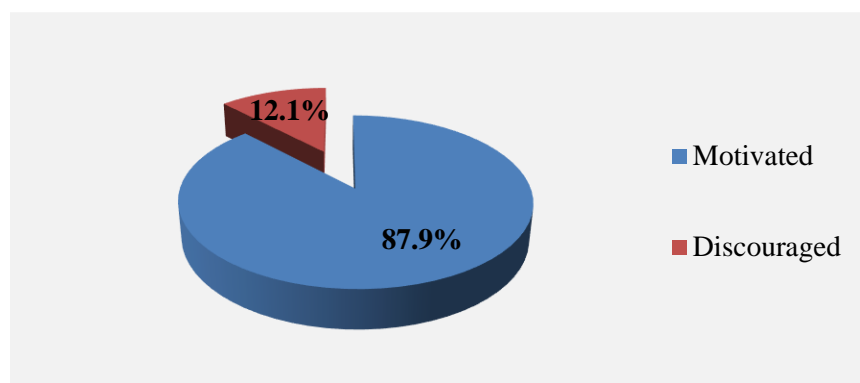


Question 11 is designed for the sake of knowing whether the students are motivated to assess the assignments of their mates. Figure 27 shows that most of the students (80.2%) feel motivated to assess their mates' assignments while 19.8% of them have a different opinion. The results, hence, indicate that although students prefer teachers' assessment to peer assessment they do not ignore its dominant role in improving their motivation.

Q12. How do you feel about receiving feedback from your mates?

Figure 28

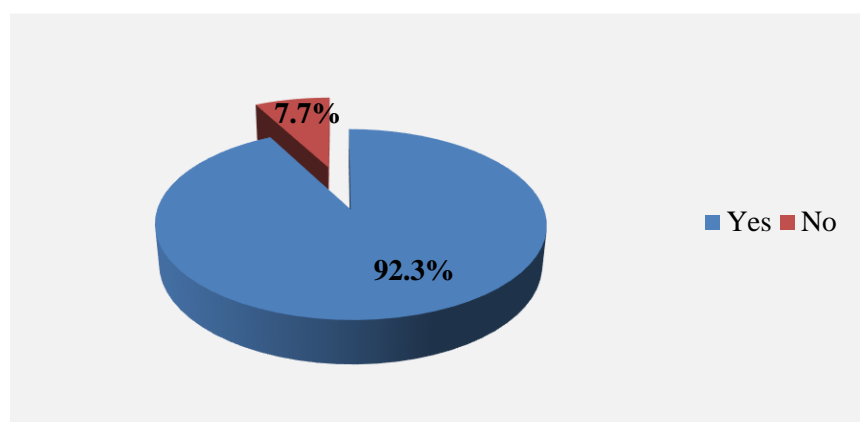
Students' Attitudes towards Receiving Feedback from their Mates



This question is asked to explore the students' feelings about receiving feedback from their mates. Figure 28 demonstrates that 87.9% of the questioned students feel motivated when receiving feedback from their mates, unlike the rest (12.1%) who feel discouraged. This justifies that students like to have peer feedback and benefit from each other's opinions which may help students feel more comfortable although they prefer the teachers' feedback.

Q13. Do you think that assessing peers assignments is effective?**Figure 29**

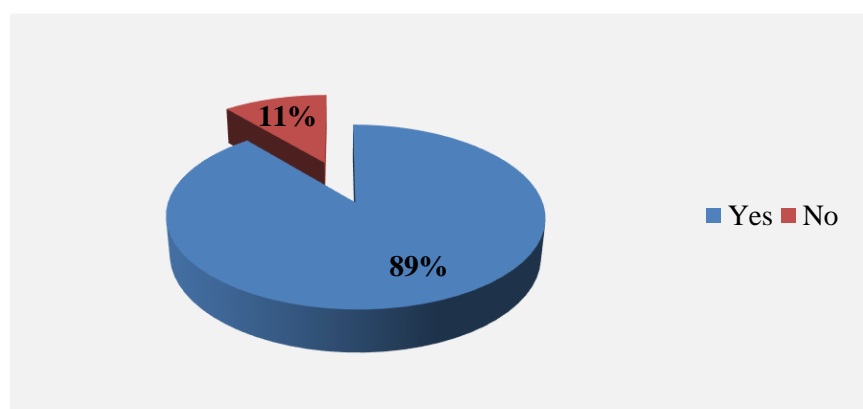
Students' Attitudes towards the Effectiveness of Peer Assessment



The aim behind the question above is to know the learners' points of view towards the effectiveness of peer assessment in improving the writing skill. Figure 29 shows that the vast majority of the students (92.3%) confirmed the effectiveness of peer assessment in improving their written performances. However, the minority of them (7.7%) disconfirmed this. The outcomes clarify that second year learners of English are aware of the value and importance of peer assessment as well as they consider it as a beneficial strategy in enhancing their writing skill.

Q14. Do you think that peer assessment improves collaboration skills?**Figure 30**

Students' Opinions towards the Role of Peer Assessment in Improving Collaboration Skill

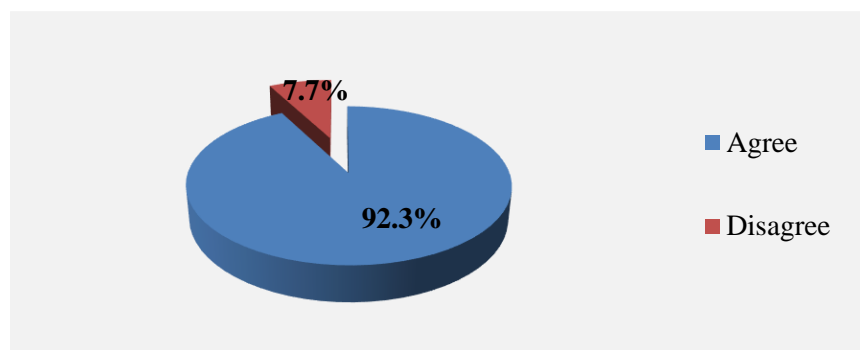


This question is devoted to explore students' views about whether this strategy improves collaboration skills. Regarding the outcomes in figure 30, the majority of the informants (89%) have a positive view about the efficiency and importance of this strategy to develop their collaboration skills while only 11% of them have a negative view. The findings indicate that second year learners of English are aware of the roles played by peer assessment as a strategy that creates a positive atmosphere which stimulates the learners to work hard, exchange knowledge, share different views, build positive social relationships, and develop communication skills such as Reflection, Self-awareness, adaptability, and confidence.

Q15. Do you agree that peer assessment helps learners develop different ideas and information?

Figure 31

Students' Opinions towards the Role of Peer Assessment in Developing Ideas



This question is designed to investigate second year University learners of English opinions towards the role of peer assessment strategy in developing their ideas. As it is demonstrated in figure 31, 92.3% of the respondents agreed on the positive crucial role of this strategy in the development of their ideas; whereas the minority (7.7%) of them disagreed. The results identify that second year students are conscious of the importance of using peer assessment to benefit from each other's ideas and opinions.

Section Four: Students' suggestions

Q16. Do you have any suggestions or additions to provide about peer assessment? Please feel free to write them below.

This question is an open-ended question. It is mainly asked to get students' additional suggestions concerning the use of peer assessment strategy by learners to develop the writing skill. The suggestions are summarized in the following points:

- Peer assessment strategy should be guided by the teacher in order to avoid any sort of misunderstanding.
- Peer assessment is an effective strategy that helps students in developing the collaborative spirit and critical thinking skill.
- Peer assessment helps introverted students to be active, reducing their shyness and anxiety.
- Students should be serious, respect their peers and provide them with constructive feedback instead of making fun of their mistakes.
- Receiving feedback from mates is more useful and accurate in comparison to getting it from teachers because learners feel more comfortable when they share their thoughts and ideas and discuss their mistakes with them as they approximately have the same level.

The results reveal students' awareness towards the significant role of peer assessment and the appropriate way of using it.

2.2.4 Discussion of the Results

Based on the gathered data from students' questionnaire, many facts are revealed. The analyses show that most of the students chose to study English freely without being imposed by anyone which reveals their desire to study it, regardless of their predominant average level. Accordingly, this indicates that students are aware about the importance of learning English. The results show that the majority of them find many difficulties in writing especially in vocabulary which is proved to portend problems for them in comparison to the other aspects of language (grammar, misunderstanding of the topic, coherence and cohesion).

As the results shown, among the different types of assessment that are used to enhance student's writing level peer assessments is regarded as the suitable one after teacher assessment. This reveals students' awareness about the value of peer assessment in developing their writing level in which they show a positive attitude towards receiving feedbacks from their peers as a means of discovering their problems in writing and solving them. Noticeably, the findings indicate students' motivation towards receiving and giving feedbacks to their peers, it also illustrates the crucial role of peer assessment in students' learning process which allows them to work collaboratively, exchange ideas, thoughts, and knowledge besides developing long-term skills such as critical thinking and self-confidence.

Students added that the process of peer assessment should be guided by teacher instructions, and that learners should be respectful when providing constructive feedback to their peers' work; with the intention of correcting their mistakes not to insult them, to ensure the success of this process and to take advantages of it as much as possible in terms of enhancing the writing level of students.

On the whole, the outcomes obtained from this questionnaire elucidate that students bear a positive perception towards peer assessment and its effectiveness in ameliorating students' writing proficiency.

Conclusion

The present chapter aimed to present, analyze, and discuss the findings derived from the extensive data collected through questionnaires administered to teachers and students. It has mainly shed light on their perspectives toward the use of peer assessment strategy in enhancing the writing proficiency in writing classes. Through these insights, the results indicate that

learners face significant challenges in writing due to a variety of factors, including difficulties with coherence/cohesion, grammar, and vocabulary usage. It emphasizes the need for support and guidance in these areas. The results highlight the benefits and effectiveness of peer assessment in different areas in learning: language, content, social skills, cognition, and metacognition. Besides, both teachers and students have a positive view towards the use of peer assessment in fostering the development of writing skill.

Recommendations

The outcome of this research indicates that students and teachers have positive perspectives toward the use of peer assessment in developing students' writing proficiency. The following are some recommendations and suggestions for both teachers and students about the implementation of peer assessment in teaching and improving the writing skill:

1. Teachers are recommended to make students realize that writing is a challenging skill that requires much practice to be developed.
2. Teachers are recommended to use the strategy of peer assessment during teaching writing with the aim of making students familiar with it.
3. Teachers are recommended to raise students' awareness about the values of PA strategy through providing them with opportunities to interact and assess each other's work.
4. Teachers are recommended to increase the awareness of learners about the right method of assessing their peers' assignments.
5. Teachers are recommended to appear as a guide during the process of PA in order to help students provide constructive feedbacks to each other.
6. Learners are recommended to recognize their weaknesses in writing and work to reduce them.
7. Learners are recommended to collaborate and help each other to increase their writing capacities.
8. Learners are recommended to use PA strategy in order to ameliorate their writing and their sense of responsibility toward their peers.

9. Learners are recommended to practice PA in writing activities inside and outside the classroom in order to benefit as much as possible from this strategy.
10. Learners are recommended to increase their knowledge and information through reading in order to be able to provide their peers with effective feedbacks.

General conclusion

Writing is regarded as one of the essential skills which EFL learners need to master the most in teaching and learning process; however, it requires considerable efforts by learners to be improved and to reach the desired level. Among the available strategies to develop this skill is peer assessment, which is one of the useful techniques that can help students to enhance the writing skill.

The current study sheds light on the perception of teachers and students towards the use of peer assessment to enhance students' writing proficiency. This research is composed of two main chapters; the first chapter was directed to the theoretical part in which we explained the two variables in details: writing skill and peer assessment. In The second chapter, we dealt with the practical part which we carried out a descriptive research study. We dealt with second year students at Mila University. With the aim of reaching our ultimate purpose of this study, we have provided teachers and learners with questionnaires as research tools to figure out their views towards the efficiency of peer assessments in improving writing proficiency.

The obtained data of this research affirmed that learners have difficulties in writing skill, and that both teachers and learners have a positive perception towards peer assessment which indicates that they are aware of its effectiveness in enhancing writing. Additionally, the interaction between peers during the writing process allows them to figure out their writing weaknesses and lead them to produce a successful piece of writing free of errors besides developing their knowledge and cooperative skills.

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Appendices

Appendix A

Teachers' Questionnaire

Dear Teacher,

This questionnaire aims at investigating your perspectives towards the importance of peer assessment in enhancing learners' writing proficiency. We would appreciate your collaboration if you could answer this questionnaire. Please, tick (√) the choice that corresponds to your answer or make a full statement when necessary.

Thank you in advance for your cooperation.

Section 01: General Information

1) What is your degree?

a) Master

b) Magister

c) Doctorate

2) How long have you been teaching English?

a) 1-5 years

b) 5-10 years

c) More

3) How long have you been teaching the module of “written expression” to second year university students?

a) 1-5 years

b) 5-10 years

c) More

Section 02: Writing Skill

4) Do you find teaching writing skill a difficult matter?

a) Yes

b) No

5) How can you describe your students' writing level in English?

a) Low

b) Average

c) High

6) What are the most common writing problems that second year university students face?

(You may choose more than an option)

a) Spelling mistakes

b) grammatical errors

c) Problems of cohesion and coherence

d) Irrelevant ideas and content

e) Lack of vocabulary

7) According to you, which of the following teachers' roles motivate students to write?

a) Controller

b) Organizer

c) Assessor

d) Prompter

e) Participant

8) In writing classes, do students prefer to work?

a) Individually

b) In pairs

c) In groups

9) Do you think that cooperative writing tasks are better than individual working in writing classes?

a) Yes

b) No

Section 03: Peer Assessment

10) Do second Year University students like to be assessed?

a) Yes

b) No

11) Do you think that peer assessment is more effective than teacher assessment?

a) Yes

b) No

12) Do you think that learners are capable of providing useful feedback to their peers on writing assignments?

a) Yes

b) No

13) Do you think that learners are motivated to provide feedback to each other?

a) Yes

b) No

14) How do learners feel about receiving feedback from peer?

a) Motivated

b) Discouraged

15) Do you think that peer assessment improves collaboration skills?

a) Yes

b) No

16) Do you think that peer assessment helps learners in recognizing areas where they need to improve writing?

a) Yes

b) No

17) How to address the challenges of peer assessment in learning writing to achieve its benefits?

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.....

Section 04: Teachers' Suggestions

18) Could you please add further suggestions concerning using peer-assessment strategy to develop students' writing proficiency?

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Appendix B

Students' Questionnaire

Dear Student,

This questionnaire aims at investigating your perspectives towards the importance of peer assessment in enhancing learners' writing proficiency. We would appreciate your collaboration if you could answer this questionnaire. Please, tick (✓) the choice that corresponds to your answer or make a full statement when necessary.

Thank you in advance for your cooperation.

Section 01: General Information

1) Your choice of studying English was

a) Personal

b) Imposed

2) How do you rate your level in English?

a) High

b) Average

c) Low

Section 02: Writing skill

3) Do you enjoy writing sessions?

a) Yes

b) No

4) Do you find difficulties in writing?

a) Yes

b) No

5) If yes, in which areas do you find problems usually?

a) Grammar

b) Vocabulary

c) Coherence and cohesion

d) Misunderstanding of the topic

6) In written expression do you prefer?

a) Individual work

b) Peer work

c) Group work

Section 03: Peer Assessment

7) When you make mistakes, do you like to be corrected?

a) Yes

b) No

8) Which type of correction would you prefer?

a) Self correction

b) Peer correction

c) Teacher correction

9) Do you think that peer assessment is more effective than teacher assessment?

a) Yes

b) No

10) Do you agree that peer assessment is useful in improving the writing proficiency?

a) Agree

b) Disagree

11) Do you feel motivated to assess mates' assignments?

a) Yes

b) No

12) How do you feel about receiving feedback from your mates?

a) Motivated

b) Discouraged

13) Do you think that assessing peers assignments is effective?

a) Yes

b) No

14) Do you think that peer assessment improves collaboration skills?

a) Yes

b) No

15) Do you agree that peer assessment helps learners develop different ideas and information?

a) Agree

b) Disagree

Section 04: Students' Suggestions

16) Do you have any suggestions or additions to provide about peer assessment? Please feel free to write them below

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ملخص

تعتبر مهارة الكتابة تحديًا دائمًا لطلاب اللغة الإنجليزية كلغة أجنبية الذين يواجهون العديد من المشاكل فيما يخص الكتابة بأسلوب جيد و منظم ، ولهذا السبب لا يمكن إنكار أهمية تنفيذ تقييم الأقران في عملية التدريس أو تعلم مهارة الكتابة, من أجل تطويرها لدى المتعلمين ومساعدتهم على اكتشاف أخطائهم وإصلاحها. يهدف هذا البحث إلى التحقيق في وجهات نظر المعلمين والمتعلمين تجاه استخدام تقييم الأقران في تحسين مهارات الكتابة لدى الطلاب. وفقًا لذلك، تطرح الدراسة الحالية ثلاثة أسئلة بحثية: (1) هل يعاني متعلمي اللغة الإنجليزية كلغة أجنبية في مهام الكتابة؟ (2) هل المعلمون على دراية بفاعلية تقييم الأقران كإستراتيجية لتنمية مهارة الكتابة؟ (3) هل المتعلمون على دراية بفاعلية تقييمات الأقران في تحسين مهارة الكتابة؟ لجمع البيانات اللازمة للإجابة على الأسئلة المذكورة أعلاه وتحقيق هدف الدراسة ، تم إجراء استبيانين الأول لمعلمي التعبير الكتابي و الآخر لطلاب السنة الثانية للغة الإنجليزية في قسم اللغات الأجنبية في مركز جامعة ميله. يظهر تحليل الإجابات أن المتعلمين يواجهون صعوبات في مجالات الكتابة المختلفة. كما يؤكدون على أن كلاً من المعلمين والمتعلمين لديهم وجهات نظر إيجابية تجاه فعالية تقييم الأقران في تطوير مهارة الكتابة. تشير وجهات نظرهم الإيجابية إلى وعيهم بأهمية تقييم الأقران كإستراتيجية مرضية لتعزيز مستوى الكتابة لمتعلمي اللغة الإنجليزية كلغة أجنبية.

Résumé

La compétence d'écriture est considérée comme un défi constant pour les étudiants d'anglais comme langue étrangère qui font face à de nombreux problèmes en termes de production d'un texte bien organisé, pour cette raison la mise en œuvre de l'évaluation par les pairs dans le processus d'enseignement/apprentissage de la compétence d'écriture est indéniablement crucial pour développer les compétences en écriture des apprenants et les aider à comprendre leurs erreurs et à les corriger. Cette recherche vise à étudier les points de vue des enseignants et des apprenants sur l'utilisation de l'évaluation par les pairs pour améliorer les compétences en écriture des élèves. En conséquence, la présente étude pose trois questions de recherche : (1) Les apprenants EFL ont-ils du mal à faire des tâches d'écriture ? (2) Les enseignants sont-ils conscients de l'efficacité de l'évaluation par les pairs en tant que stratégie pour développer les compétences en écriture ? (3) Les apprenants sont-ils conscients de l'efficacité des évaluations par les pairs dans l'amélioration des compétences en écriture ? Afin de recueillir les données nécessaires pour répondre aux questions susmentionnées et atteindre l'objectif de l'étude, deux questionnaires sont administrés aux professeurs d'expression écrite et aux étudiants de deuxième année d'anglais du Département de langues étrangères du centre universitaire de Mila. L'analyse des réponses montre que les apprenants rencontrent des difficultés dans différents domaines de l'écriture. En outre, ils affirment que les enseignants et les apprenants ont des perspectives positives quant à l'efficacité de l'évaluation par les pairs dans le développement des compétences en écriture. Leurs perspectives positives indiquent qu'ils sont conscients de l'importance de l'évaluation par les pairs en tant que stratégie satisfaisante pour améliorer le niveau d'écriture des apprenants EFL.