PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University Centre- Mila

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

On Learner-Centeredness: Teachers' Practices and Learners' Preferences of Teacher and Peer Feedback
A Case Study of Algerian Middle School EFL Writing Classes

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

Presented by: **Supervisor:**
1. BARA Moufida   Dr. BOULKROUN Fouad
2. HADJ AZZAM Amina

Board of Examiners:
Chairman: Mr. BOUDAD Salim
Supervisor: Dr. BOULKROUN Fouad
Examiner: Ms. BOUDJERIDA Messaouda

Academic Year: 2022/2023

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University Centre- Mila

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

On Learner-Centeredness: Teachers' Practices and Learners' Preferences of Teacher and Peer Feedback
A Case Study of Algerian Middle School EFL Writing Classes

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

Presented by: **Supervisor:**
3. BARA Moufida   Dr. BOULKROUN Fouad
4. HADJ AZZAM Amina

Board of Examiners:
Chairman: Mr. BOUDAD Salim
Supervisor: Dr. BOULKROUN Fouad
Examiner: Ms. BOUDJERIDA *Messaouda*

Academic Year: 2022/2023

Dedication

In the Name of Allah, the Most Merciful, the Most Gracious. All praise is to Allah, the Lord of the worlds, and prayers and peace be upon Mohamed, His servant and messenger.

We have the honour to dedicate this research paper to:

Our dear parents for their unconditional love, support, and prayers which have always led us through the valley of darkness with an endless light of hope.

Our beloved siblings who have never left our sides, surrounding us with love and care.

Our dear friends who have constantly pushed us forward, chasing insecurities and ensuring that good times keep flowing.

<div align="right">Amina and Moufida</div>

Acknowledgment

First and foremost, all thanks and praise to Allah, the Most Gracious and the Most Merciful, for giving us the strength and faith to fulfil this humble work.

We would like to thank our supervisor Dr.Fouad BOULKROUN for his guidance, understanding and patience.

We owe a deep debt of appreciation to all middle school teachers and pupils who have kindly answered the two questionnaires.

Our deep gratitude goes to our families and friends whose infinite support andencouragement have facilitated our journey and helped us realise this research study.

Abstract

Learner-centeredness is an important aspect of the current EFL teaching-learning process, specifically when teaching the writing skill. The provided feedback to improve such a skill is also of much importance and concern. The present study attempts to investigate teachers'practices and learners' preferences of teacher and peer feedback in EFL writing classes. All along, three research questions areraised: (1) What are the Algerian middle school EFL teachers' practices regarding teacher and peer feedback when teaching writing? (2) What are the Algerian middle school pupils' preferences regarding teacher and peer feedback? And (3) Are the Algerian middle school EFL teachers teacher-centred or learner-centred in teaching writing? In order to achieve the setaims and answer these questions, data werecollected through two questionnaires. The first one was delivered to 40 middle school teachers from different Algerian eastern states mainlyto determine their practices in the English writing class. As for the second questionnaire, it was administered to 200 middle school pupils dispatched on two middle schools in Mila. The learners were mainly targeted to highlight their preferences of teacher and peer feedback. A descriptive method was used and upon analysis the research findings revealed that although teachers claimed to incorporate a learner-centred approach, teacher-driven feedback is still practised more than peer feedback in the English writing classes. It is also preferred more by pupils and considered more helpful. However, when they were not forced to choose, pupils expressed their interest in both feedback types. Therefore, a mixed approach based on teacher-peer feedback is strongly recommended as an effective practice that would contributeto the improvement of EFL learners' writing skill and respond to their preferences at the same time.Other recommendations are further discussed.

Keywords: EFL writing, learner-centeredness, learners' preferences, middle schools,peer feedback, teacher feedback, teacher practices.

List of Abbreviations, Acronyms, and Symbols

EFL: English as a Foreign Language

ESL: English as a Second Language

MS: Middle School

Q: Question

%: Percent

List of Graphs

List of Tables

Table of Contents

General Introduction

CHAPTER ONE: Learner-Centeredness and Feedback in EFL Writing

General Introduction

1. **Background of the Study**

Being the international language of academic research and scholarship, English currently enjoys a privileged status in the world (Chen & Liang, 2013). English is taught as a foreign language in Algerian middle schools, and EFL writing is one of the essential components in the curriculum. However, EFL writing is a difficult skill to acquire as it requires a command over vocabulary, grammar and sentence structure, to name but a few. As the process approach to writing has changed the way of teaching writing from students' final products to the process of writing, feedback has come to take an important part in writing instruction, being considered as an enabling strategy for EFL learners.

Traditionally, the teacher is said to be the only one who has knowledge to provide feedback to students' writing. Nowadays, peer feedback - also known as peer assessment, peer review, peer response, and peer evaluation - has been widely used for the past two decades in English as Second/ Foreign Language (ESL/ EFL) writing (Damanik, 2022). Peer feedback is, thus, used as a critical technique for improving students' writing in pedagogical institutions. The spread of such technique is due to the rise of the learner-centred approach, which focuses on learners and learning (instead of language and instruction), learner's diversity and their autonomy. As Ardi (2017) puts it, a learner-centred teaching approach can accelerate the process of knowledge and skills gain. Over the past twenty years, studies of language education have given considerable attention to the issue of how to provide feedback to students' writing (Saito, 1994). Such studies give more attention to the importance of feedback, ways of providing and receiving feedback, the effect of feedback on enhancing students' writing as well as the relative effectiveness of teacher feedback and peer feedback. However, little concern was given to learners' preferences and their needs in such studies. As Saito (1994) claims,there are still questions of what would be the most effective approach to

improve the students' writing skill and what approach would fit the needs of particular students.

2. Statement of the Problem

Over the past twenty years, studies of language education have given considerable attention to the issue of how to provide feedback to learners' writing. There are various ways of providing feedback, including teacher practices (correction with comments, error identification, commentary…), peer feedback, and self correction. In order to determine what would be the best way, many researchers compared the effectiveness of teacher feedback to the one of peer feedback. On the one hand, teacher feedback guides learners to know their proficiency level, spot their weaknesses then fix them. On the other hand, peer feedback helps learners to clearly understand their writing assignments' objectives, gives them the opportunity to learn from one another, allows them to clarify their own ideas and fosters their critical thinking. However, such comparison is not sufficient for the writing skill betterment. Instead, the main focus should be on what way would fit with the needs and preferences of learners since the modern teaching- learning process is based on the learner-centred approach. This currently used approach directs attention to pupils' preferences, respects their choices and decisions, considers their different learning styles and strategies and seeks their motivation to achieve active learning.

It is highly important for Algerian English teachers and EFL pedagogy in general to understand how their practices and the type of feedback they encourage relate to the development of the writing process. However, it is crucial for these teachers to know the fore choice of their pupils for such a topic, and then take it into consideration in order to have better writing compositions. Hence, it is time to highlight learners' preferences of teacher and peer feedback, relate them to the practices currently used by teachers and make use of these preferences to enhance EFL learners' writing skill.

3. Aims of the Study

The present study investigates the extent of implicating learner-centeredness in Algerian middle school EFL classes, mainly while teaching writing. Specifically, it attempts to determine the type of teachers' feedback practices and learners' preferences regarding teacher and peer feedback before settling on a way to include these preferences in the EFL writing improvement. It is hoped that this study brings a little contribution to the field of language teaching, especially to the teaching of writing.

4. The Research Questions

This research is guided by three questions; they are listed as follows:

- What are the Algerian middle school EFL teachers practices regarding teacher and peer feedback when teaching writing?

- What are the Algerian middle school pupils' preferences regarding teacher and peer feedback?

- Are the Algerian middle school EFL teachers teacher-centred or learner-centred in teaching writing?

5. Significance of the Study

The fulfilment of the aims of the present research would help both Algerian middle school teachers and learners to apply learner-centred feedback during EFL writing classes. First, it highlights teachers' feedback practices including how, when, and where they use them. Second, it provides teachers with information about learners' feedback preferences to assist them reconsider their currently used practices. It also has the potential to make learners aware of the importance of peer correction as a writing strategy. Third, the study addresses learner-centeredness specifically regarding the alternation of feedback types in writing classes. Last but not least, the present research would encourage the use of a mixed approach that is based on both teacher and peer feedback to enhance learners' writing ability.

6. Research Methodology

After setting out our research with a review of literature related to learner-centeredness, EFL writing, teacher practices, learners' preferences, teacher and peer feedback, two questionnaires are used to collect data. The First questionnaire is submitted to the fulcrum of education, teachers. Forty middle school EFL teachers from different Algerian eastern states are asked to respond to 17 questions to determine their practices in the English writing class. They are also requested to share some information on their learners' preferences. As for the second questionnaire, it consists of 18 questions administered to a total number of 200 middle school pupils dispatched on two middle schools in Mila State. In order to analyse the gathered data and answer our research questions, we used the descriptive analytical method as we deemed it appropriate.

7. Structure of the Dissertation

The research study consists of two main chapters. The first chapter presents are view of the literature, consisting of two sections. The first section tackles learner-centeredness, its definition, history, approaches, comparison with teacher-centeredness, and a critique. Concerning the second section, it is devoted for feedback in EFL writing; it helps the reader to gain insight into two types of feedback followed by their advantages and disadvantages. Besides, this section presents an overview of the writing skill: its definition, importance, stages, difficulties, and solutions. As for chapter two, it deals with the field investigation that involves two questionnaires; one of which is for teachers, whereas the other is for pupils. Each questionnaire is described and analysed, and then the main findings of the two questionnaires are discussed. Finally, some limitations, and recommendations are presented.

CHAPTER ONE: Learner-Centeredness and Feedback in EFL Writing

Introduction

The pursuit of efficient teaching techniques in the field of English as a Foreign Language (EFL) writing instruction has long focused on the teacher and recently, at least theoretically, has come to rest on the learner. This chapter examines learner-centeredness, EFL writing, and learners' preferences regarding feedback practices.

Successful language instruction needs to be learner-centred, acknowledging that every student brings different skills, experiences, and learning objectives to the table;Grami (2012) refers to this recommendation by declaring that more learning occurs when learners are engaged in relevant tasks rather than in teacher-centred classes. Teachers can foster an environment that encourages active engagement and meaningful learning outcomes.When it comes to EFL writing, learners face numerous challenges in expressing their thoughts, ideas, and experiences in a foreign language. The present chapter explores the stages, the difficulties and the importance of EFL writing.

The use of feedback techniques has a crucial role in influencing and directing the growth of EFL writers. Effective feedback practices give students direction and assist them in identifying and correcting their errors. Types of feedback include teacher feedback and peer feedback. The former is traditionally used in teacher-centred classes, whereas the latter is applied in learner-centred ones. Actually, peer feedback is considered as a main aspect in learner-centeredness.

1.1. Learner-Centeredness

The idea of knowing learners' needs and being responsive to their preferences in language learning has existed for ages, and it has recently been incorporated in EFL teaching. This concept of learners' diversity is in fact the core of learner-centeredness. Wenden(2002)

comments that the rise of learner-centeredness in the 1970s "grew out of the recognition that language learners are diverse"(p.32).

1.1.1. Definition of Learner-Centeredness

A recent article in *Indonesian EFL Journal* reports that Learner-centred teaching is a broad educational concept that originated in fundamental changes in thinking about curriculum planning and pedagogy in the 1970s and 1980s (Darish, 2018). It means that a learner-centred curriculum engages students in the arrangement of their learning and encourages them to take responsibility for their own learning experiences, thus being an active partner in the educational process. In other words, learner-centred pedagogy is based on learners' influence on the content, activities, material, and pace of learning.

Learner-centeredness is generally defined as the switch of focus from the teacher and instruction to the learner and learning. As its name implies, it places the students at the centre of the teaching-learning process; Nunan (2012) holds that "education should develop in individuals the capacity to control their own destiny and that, therefore, the learner should be seen as being at the centre of the educational process" (p.17). Nunan (2003) also claims that "a learner-centred classroom is one in which learners are actively involved in their own learning processes"(p.8). Teachers, on the other hand, function as facilitators who design the course, encourage students to learn from and with each other, and provide them with feedback. Weimer (2013) defines learner-centred teachers as guides, facilitators, and designers of learning experiences.

1.1.2. History of Learner-Centeredness

The idea of learner-centeredness has been around for centuries, but it has taken different forms, and it has been influenced by different educational philosophies and movements throughout history. One of the earliest advocates for a learner-centred approach to education was the Greek philosopher Socrates who believed in the importance of

questioning and dialogue as a way to stimulate critical thinking and foster learning. His teaching method, known as the Socratic method, involved asking questions and engaging in a dialogue with students to help them arrive at their own understanding of a topic (Noddings, 2010).

During the Enlightenment period, Jean-Jacques Rousseau, an influential philosopher and educational theorist, promoted the idea that education should be based on the needs and interests of the learner, rather than on a pre-determined curriculum. He believed that education should focus on the development of the whole person and should be tailored to the individual learner's needs topic (Noddings, 2010).

In the twentieth century, the humanistic psychology movement, led by Carl Rogers and Abraham Maslow, emphasised the importance of a learner-centred approach to education. They believed that learners should be given the freedom to explore their interests and to learn in a way that is personally meaningful to them. They also emphasised the importance of creating a supportive and non-judgmental learning environment that allows learners to feel comfortable and empowered.

Today, learner-centeredness is a widely accepted approach to education, and it is reflected in many educational practices and policies around the world. It is often associated with constructivist theories of learning, which emphasise the importance of active engagement, collaboration, and reflection in the learning process. Learner-centred approaches are used in a variety of educational settings, from preschools to universities, and are often associated with progressive and innovative educational practices.

1.1.3. Approaches to Learner-Centeredness

Learner-centeredness is an educational approach that places the learner at the centre of the learning process, focusing on his/her individual needs, interests, and abilities. It

emphasises active engagement, collaboration, and personalised learning experiences. Here are some approaches to learner-centeredness.

1.1.3.1. The Personalised Approach

The personalised approach is designed to meet the individual needs of the learners. It allows them to have a say in their learning, according to their preferences. Jones et al (2020) state that "personalisation describes ways the adults create the conditions for change in an educational system"(p.12). They also describe the teachers' role as "coaches and supporters of learning" (p.12).

1.1.3.2. The Inquiry-Based Approach

The inquiry-based approach promotes curiosity, critical thinking, and problem-solving skills by encouraging learners to ask questions, investigate topics, and seek solutions independently. It allows students to take greater ownership of their learning by allowing them a means by which to construct their own knowledge rather than just having that knowledge merely spoon-fed to them by others (Blessinger & Carfora, 2015).

1.1.3.3. The Competency-Based Approach

The competency-based approach is a framework for education that emphasises the development and evaluation of particular competencies—skills, knowledge, and abilities—necessary for success in a given sector or career. Competency-based education stresses mastery of predetermined competencies as the key criteria for advancement or completion rather than depending exclusively on conventional measurements like grades or time spent in a classroom. Competency learning assesses student learning, not time spent in a classroom (Fain, 2009). It allows students to progress at their own pace and advance upon mastery of each competency, ensuring that they have a solid understanding before moving on to the next level.

1.1.3.4. The Flipped Approach

The flipped approach, also known as flipped learning or the flipped classroom model, is an instructional strategy that reverses the traditional sequence of content delivery and homework. In a flipped classroom, students study instructional materials like readings or videos outside of class time before going to class. The teacher then offers direction and support as students engage in active learning tasks, group discussions, and problem-solving exercises during the in-class period.A teacher's interaction with students in a flipped classroom can be more personalized and less didactic, and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning (Alvarez, 2011).

1.1.3.5. The Individual Approach

As Tomlinson (2014) puts it, the "individual approach is a teaching method that focuses on the individual needs of each student. This approach is based on the belief that all students learn differently and that they should be given the opportunity to learn at their own pace and in their own way". In other words, individual learning considers learners' strengths, weaknesses, interests, and aspirations while providing a roadmap for their learning journey.

There are many benefits of using an individual approach in the classroom. First, it can help to improve student achievement. Second, an individual approach can help to increase student motivation; that is, students feel like they are being understood and supported, they are more likely to be motivated to learn. Third, an individual approach can help to reduce student stress.

1.1.4. Learner-Centeredness vs. Teacher-Centeredness

For effective learning and teaching, teachers pursue to implement the most optimal teaching approach. There are two main approaches that teachers attempt to apply in their classrooms: one is learner-centred and the other is teacher-centred.

1.1.4.1. Learner-Centeredness

With the coming of learner-centred teaching, roles of both the teacher and the learner are re-established; as Weimer (2013) puts it, "learner-centred instruction involves a reallocation of power in the classroom" (p.45). Lak et al.(2017) argue that learner-centred instruction is most suitable for the more autonomous, and more self-directed learners who not only participate in what, how, and when to learn, but also construct their own learning experiences.

On the one hand, Weimer (2013) claims that there is a change in the role of teachers when teaching is centred on the learner. According to him, "they are no longer the main performer, the one with the most lines, or the one working harder than everyone else to make it all happen" (p. XVIII).

On the other hand, in a learner-centred classroom, learners are actively engaged in their learning process; they have a view into what they learn. Weimer (2013) holds that in such context "students can be involved in decision making about course assignments and activities" (p. 33). Besides, Brandes and Ginnis(1996) state that "students are responsible for choosing and planning the curriculum, or at least they participate in the choosing" (p. 12). As such, like teachers' role, there is also a change in learners' role. They moved from being knowledge receivers to participating in choosing the learned knowledge.

1.1.4.2. Teacher-Centeredness

In contrast to learner-centeredness, traditional teaching methods are the preferred ones to teachers because they keep them at the centre of the teaching/learning process. Many teachers say that they still find didactic methods safe, natural, comfortable and appropriate (Brandes & Ginnis, 1996).

The familiar role of the teacher in the classroom is being the main lecturer, the only source of knowledge, and the sole decision maker. Such dominance is likely to make teachers

feel at ease while teaching. Brandes and Ginnis (1996) state that "it is easy to understand that teachers feel comfortable in the role of expert, handing out information" (p.9). They also clarify that the teacher is the one who decides when and how to use the available resources within a predetermined syllabus. The teacher, therefore, dominates the learning process; he/she decides on each aspect, from planning the syllabus to selecting the activities used in the classroom.

In traditional classrooms where the teacher is seen as the controller, students are passive learners; they only receive teacher's knowledge. Analysing recent research, Boyapati (2000) claims that teacher-centred activities such as lectures place the learner in a passive role which is less efficient than an active role.

In this vein, a distinction is made between the progressive approach and the traditional one. The former represents learner-centred learning, while the latter symbolises a teacher-centred approach (Bennet, 2009, as cited in Brandes & Ginnis, 1996). The table clearly differentiates between the two mentioned learning approaches.

Table1.1.1.*Progressive Approach vs. Traditional Approach* (Brandes & Ginnis, 1996, p. 11)

Progressive Approach	Traditional Approach
1. Integrated subject matter	1. Separate subject matter
2. Teacher as guide to educational experience	2. Teacher as distributer of knowledge
3. Active pupil role	3. Passive pupil role
4. Pupils participate in curriculum planning	4. Pupils have no say in curriculum planning
5. Learning predominantly by discovery techniques	5. Accent on memory, practice and rote
6. External rewards and punishments	6. External rewards used, e.g. grades,

not necessary, i.e. intrinsic motivation	i.e. extrinsic motivation
7. Not too concerned with conventional academic standards	7. Concerned with academic standards
8. Little testing	8. Regular testing
9. Accent on cooperative group work	9. Accent on competition
10. Teaching not confined to classroom base	10. Teaching confined to classroom base
11. Accent on creative expression	11. Little emphasis on creative expression

1.1.5. Criticism of Learner-Centeredness

Though learner-centred learning has gained popularity in the educational environment, it is not without criticism. The main focus of learner-centeredness is on the individual learner, it does not take into consideration the needs of the whole class. Massouleh and Jooneghani (2012)note that if each student in a learner-centred class is unique, and each requires a specific pedagogical approach, the construction of an all embracing pedagogy is an impossibility. To this end, creating a syllabus that suits all the different learning styles is challenging. Moreover, involving the learner in developing a programme is not a practical process. It is unrealistic to assume that all learners will be able to make their own choices about their learning process, especially young learners or beginners (Nonkukhetkhong, et al, 2006). Besides, it is mentioned that learner-centred classes focus on the individual needs of learners. Thus, teachers in crowded classes may find it challenging to meet all the learners' needs. In his research, Du Plessis (2020) concludes that teachers struggled to teach in overcrowded classrooms, and that learner numbers usually determine the choice of teaching

strategies, of which learner-centred teaching was not one. It also takes more than the allocated time to address and engage all the learners in learner-centred activities.

The learner-centred approach in teaching has been the topic of many empirical research studies (Ardi, 2017;Nonkukhetkhonget al., 2006; Du Plessis, 2020). Ardi (2017) showed that the implementation of a learner-centred teaching framework could make a difference in students' learning in that their learning became more meaningful, interesting and democratic, but he pointed out that teacher's understanding of implementing sucha framework was still limited resulting in the inconsistency of implementing all aspects of learner-centred teaching.

Moreover, Nonkukhetkhong et al. (2006) conducted a study on five in-service EFL teachers from five contextually different public secondary schools in UdonThani, Thailand, using interviews, classroom observation and teachers' self-reporting. The findings suggested that teachers were attempting to implement a learner-centred approach, but they were not convinced of its underlying theory. Therefore, the degree of the implementation depended on how the teachers used their understanding of the theory in their practice within the contextual constraints.

Last but not least, the data of Du Plessis (2020) was collected through a voluntary written assignment set out in student teachers' teaching practice notebooks. The participants were fourth-year students enrolled at a higher education institution for the Bachelor of Education qualification. They were placed in productive, successful schools for the duration of their teaching practicum by the teachers training institution. The constructivist learning theory was used as a theoretical framework. The findings revealed that student teachers had a limited understanding of learner-centred teaching, and they experienced three serious challenges with regard to learner-centred teaching, namely (1) the lack of sufficient knowledge and skills about its importance, benefits, and advantages, (2) the negative

influence of overcrowded classrooms on learner-centred teaching, and (3) a need for managing discipline in classrooms.

1.2.Feedback in EFL Writing

As written works are intended for others to read, students should realise such a social nature of writing through receiving feedback. At any rate, feedback is a key element in teaching writing (Williams, 2003).

1.2.1. Feedback

In a teaching-learning situation, the learners are provided with an input and are expected to produce an output, either orally or in writing. The production of the written output is generally considered difficult by EFL learners. To facilitate such a process, guide learners through it, and enhance its outcomes, feedback is highly required.

1.2.1.1.Definition of Feedback

Scholars (e.g., Ramaprasead, 1983; Nico & Macfarlan-Dick, 2006) define feedback in different ways, each according to his/her perspective, field, purpose and theoretical orientation. In the field of education and more specifically within the context of EFL classrooms, feedback can be defined as a process of highlighting learners' mistakes and assessing the correctness of their answers; it is "any procedure used to inform a learner whether an instructional response is right or wrong" (Lalande, 1982, p. 141).Wiggins (1993) describes feedback as "direct, useable insights into current performance, based on tangible differences between current performance and hoped for performance" (p. 182). Thus, feedback depends on comparing learners' performance to the one expected from them, aiming to bridge the gap between the two.

Hattie and Timperley (2007) state that feedback is "information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (p.81). They highlight that feedback should not target just performance since

it includes learners' understanding as well. They also proclaim that it has many sources; it can come from an instructor, a classmate, or from oneself.

1.2.1.2.Importance of Feedback

In general, feedback is a fundamental element of the continuous learning and assessment process. Benson (2013) states that "feedback is integral to the learning process and is one of the main benefits that students get from assessment" (p. 95). In particular, feedback has a vital role in the writing classes. Kroll (2001) argues that:

Providing feedback is one of the most important and time-consuming tasks of writing teachers. Feedback helps students to develop a sense of the strengths and weaknesses of their writing, clarifies their thinking, and provides guidance for future writing efforts. Feedback also helps students to develop their ability to evaluate their own writing. (p. 58)

Besides, the constructive comments learners receive from their teacher or peers can sometimes be the needed encouragement which will boost learners towards a better writing level and motivate them for further learning. In addition, feedback is crucial for students to monitor, evaluate, regulate their learning and become independent learners.Moreover, providing feedback is of great significance to the teachers as it helps them discover the aspects that need to be developed and improved. Consequently, they may change their teaching techniques, or do extra efforts with those who need improvement.

Many research studies were undertaken to highlight the importance of feedback in the writing classes as well as the effectiveness of its different types. Some of these investigated its relation to teachers' practices or to learners' preferences. Saito (1994) investigated the fit between teachers' practices and students' preferences for feedback, the students' strategies for handling feedback on their written work, and their perception of "thinking prompts" for writing. Thirty-nine students in ESL intensive courses and an ESL Engineering writing class

were asked to answer a questionnaire concerning feedback and thinking prompts. In addition, three classes were observed to see how each teacher used feedback and thinking prompts in their classes and for responding to students' writings. The results showed that students preferred teacher feedback (teacher correction, teacher correction with comments, error identification, commentary, teacher-students conferencing) to non-teacher feedback (peer correction and self-correction), though the three teachers used non-teacher feedback frequently in their classes.

In his study, Hamouda (2011) investigated Saudi EFL students' and teachers' preferences, of and attitudes towards, written error correction, using a questionnaire. The study also aimed at identifying the difficulties encountered by teachers and students during the feedback process. The findings revealed that both teachers and students had positive attitudes towards written error correction. The study also showed that while teachers and students shared such common preferences as the importance of error correction and the types of errors, there are considerable discrepancies as to the favoured techniques of error correction. Moreover, the results indicated that students preferred teacher correction to peer and self-correction, and that both teachers and students encountered a number of difficulties during the feedback process.

A related study was undertaken by Chen (2012) to explore teachers' feedback practices and students' views of teacher written feedback. Student data from surveying 38 students was interpreted with teacher data gained from interviewing three teachers. The findings indicated that teacher written feedback generally accorded with recommended feedback principles, and that students responded favourably to it. The results also revealed discrepancies between teachers' feedback practices and students' perceptions and preferences regarding teacher feedback. Notwithstanding teachers' practices, students in the study expressed their preferences for direct error correction that addresses all aspects of writing.

The research concluded that it is important for teachers to be aware of students' attitudes and expectations regarding teacher feedback,and also to beflexible enough to provide individualised feedback.

Another similar research was conducted by Raza (2019) who investigated Arab students' perceptions of teacher corrective feedback and the way it encourages them to continue working on their writing skills, using a structured questionnaire of 23 open-ended questions. The findings revealed that students expect their teachers to provide feedback that is corrective and self-explanatory in nature. In addition, students prefer handwritten feedback to oral and electronic ones, and are highly motivated after receiving their teacher's feedback on their writings.

1.2.1.3.Teacher Feedback

Being both a pedagogue and a didactician, the teacher plays many roles inside his/her classroom. Reid and Kroll (1995) argue that "teachers often play several roles, among them coach, judge, facilitator, expert, responder, and evaluator as they offer more response and more intervention than an ordinary reader" (p. 18). The evaluator's role requires responding to learners' production and providing them with the necessary feedback.

1.2.1.3.1. Definition of Teacher Feedback

Teacher feedback is one of the main teacher practices and his/her challenging responsibilities. It is the teacher's role to highlight learners' mistakes and guide them fix their errors; otherwise, they will assume that they have done everything correctly. Teacher feedback is his/her reaction to a learner's output for revision, in the form of information, questions, and comments, etc. These comments can be positive, negative, or constructive; they can even be simple interactions, yet they all have a major effect on the teaching-learning process. Hyland and Hyland (2019) state that "commentary is thus not limited to broad

functions of praise, criticism and suggestions, but involves delicate social interactions that can influence the effectiveness of the comments and the value of the teaching itself" (p. 123).

1.2.1.3.2. Types of Teacher Feedback

The way teachers react to students' work depends not only on the kind of the given task, but also on what they want their learners to achieve at each stage. There are various ways of providing feedback that are practised by EFL teachers. Saito (1994) reports that teacher feedback can have many types, including correction, commentary and error identification. The first type is when the teacher corrects all the surface (mainly grammatical) errors by crossing out perceived errors and providing a correct answer. The second type is defined as providing feedback by making written comments or questions on the margin or in between sentences, without any error correction. As for the third type, it stands for indicating the place where an error has occurred by underlying or circling it, so the teacher does not make any corrections. In other words, teacher feedback can be either direct by explicitly providing the correct form or indirect by using only hints to implicitly guide learners correct themselves and their peers.

1.2.1.3.3. Advantages and Disadvantages of Teacher Feedback

Speaking about the sources of feedback, the first source that comes to one's mind is the teacher, so teacher feedback is the most common type of feedback. It is regarded as a main requirement for improvement in writing (Maarof et al., 2011).

First, teacher feedback clarifies the instructions of the given task, which helps learners comprehend what is expected from them in order to set their goals. Second, when provided appropriately, teacher feedback helps learners determine their errors, understand the reason behind them, and eventually minimise them. Third, teacher feedback guides learners to take self-correction action, motivates them to write, increases their self-confidence and self-awareness, which gives them a positive attitude towards writing. Fourth, constructive

feedback makes learners aware of how much their teachers are concerned about their educational achievement. Therefore, a positive teacher-learner relationship is established. Fifth, since teachers use feedback as an everyday teaching strategy, it enables them to determine not only the weaknesses and strengths of their students, but also their learning preferences and needs. Finally, when teachers read their students' works and come across mistakes that are repeated many times, they may use remedial teaching to help learners fix their writing problems.

However, teacher feedback can be a two edged sword since it has disadvantages as well. Generally, teachers attempt to correct all their students' mistakes in order to prevent repeating them in future works. With such an intention, teachers find themselves acting like marking machines, spending hours trying to spot every single error and filling students' papers with red ink. This method can seriously damage students' confidence and motivation. Maarof et al. (2011) mention that "although they spend massive amounts of time marking students' writing, teachers themselves are not totally convinced that their efforts are effective in terms of students' improvement. Too many error corrections can be discouraging to the learner-writer". Besides, in EFL writing classes, teachers primarily focus on linguistic aspects, somehow neglecting ideas and content. In the same vein, Furneaux et al. (2007, as cited in Lee, 2017) argue that "teacher feedback is found to focus primarily on the language form with much less attention paid to content, organisation, and style" (p.58). Moreover, teacher feedback can be considered by learners as criticism and as scolding towards their ideas and abilities. As a result, it may have a negative impact on their academic engagement, their self-perception and even their relationship with the teacher. Furthermore, while evaluating learners' productions, teachers play the role of the audience, so they can depend on their own taste as readers. This will eventually lead to a subjective feedback that neglects learners' levels.

1.2.1.4.Peer Feedback

Peer feedback is referred to by different names such as peer response, peer review, peer editing, peer criticising and peer evaluation. It is highly encouraged in the different learner-centred approaches.

1.2.1.4.1.   Definition of Peer Feedback

Peer feedback can be defined by Storch(2013) as:

the use of learners as source of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing. (p.12)

In other words, it is the practice of involving learners in the teaching process by having them interact with their classmates' work and exchange opinions with them. Students work collaboratively, in pairs or groups, to give and receive comments or suggestions on each others' productions, instead of their teacher.

1.2.1.4.2.   Advantages of Peer Feedback

Peer feedback has been mentioned in different studies for its advantages. Lee (2017) states that:

The benefits of peer feedback are well documented in the research literature, e.g., increasing audience awareness (Nelson and Murphy, 1992; Sengupta, 1998; Tsui and Ng, 2000), enhancing students' understanding of their own strengths and weaknesses in writing (Tuzi, 2004), fostering critical thinking (Hu, 2005; Rollinson, 2005), and promoting learner autonomy (Yang et al., 2006). (p.59)

By allowing peer feedback in the classroom, teachers help their students construct knowledge through social sharing and engagement, trust their knowledge and abilities to correct their

peers and learn from them in return, build critical thinking skills and become independent and self-regulated learners.

Harmer (2004) says that "peer feedback has the advantage of encouraging students to work collaboratively. It gets round the problem of students' reacting passively to teachers responses which are taken as commands to be obeyed" (p. 51). It means that peer feedback makes learners less passively teacher-dependent as they consider themselves active contributors in the learning process. It also reduces the domination of teacher authority, so students feel more comfortable and less anxious. Therefore, the classroom atmosphere becomes more supportive and more friendly.

As put by Hyland and Hyland (2019), peer feedback "can be seen as a formative developmental process that gives writers opportunities to discuss their texts and discover other's interpretations of them" (p. 7). When learners discuss their works, they easily grasp each other's comments as their levels are nearly equal. Besides, they feel comfortable to request clarifications and ask their classmates questions they usually do not dare ask the teachers. Such cooperation helps poor students benefit from the knowledge of advanced ones.

Lee (2017) argues that "research has found that peer feedback training has beneficial effects on students' revisions and writing quality (Goldberg, 2012; Hu, 2005, 2006; Hu and Lam, 2010; Kamimura, 2006; Kong, 2013; Lam, 2010; Liou and Peng, 2009; Min, 2005, 2006, 2008; Rahimi, 2013; Van Steendam et al, 2010; Yang and Meng, 2013)"(p.87). Since peer feedback is based on a set of evaluation criteria and it does not require any grades, it enables the writers to see egocentrism in their works and improve them eventually.

Sackstein (2017) asserts that "by giving students the responsibility to share their expertise with one another, we are engaging them in the highest level of learning: asking them to teach" (p.11). In other words, peer feedback empowers students to be experts who

can help their peers to improve their learning outcomes faster. In addition, by adopting peer feedback in their classrooms, teachers are no longer obliged to correct all the class.

1.2.1.4.3. Disadvantages of Peer Feedback

Despite the cardinal role peer feedback plays in EFL and ESL classes, mainly the writing ones, it has been criticised in numerous studies due to its pitfalls. For instance, Lee (2017) claims that "there is an array of problems associated with peer feedback, including students' resistance and reluctance to take it seriously (Nelson and Carson 1995), their limited language proficiency, and practical constraints particularly in school contexts such as time and class size" (p.59). Firstly, some students consider themselves less knowledgeable to correct others' works; they also underestimate their peers' feedback and they choose to be corrected by an expert like the teacher. Secondly, other students feel frustrated when their classmates correct their work because they do not want them to see their mistakes. Thirdly, some learners might take peer feedback personally, thinking that it can harm their relationship with their classmates. Fourthly, learners of a foreign language are not natives; they are still learning, so they lack proficiency. Their background knowledge cannot be enough to provide a valid feedback, and they end up correcting only some surface errors. Fifthly, peer feedback is a complex process that requires having skills like time management and socialising. These skills are often challenging for the majority of students to acquire. Finally, not all teachers are convinced of implementing peer feedback; a great part of them see it as a difficult task to conduct inside their classrooms, mainly when these are crowded.

1.2.2. EFL Writing

Writing, as a tool for communication, is becoming an increasingly important skill for second and foreign language learners.

1.2.2.1. Definition of EFL Writing

Writing is one the main four skills of foreign language learning_ listening, speaking, reading and writing. This productive skill provides control of language elements used to express oneself. According to Harmer (2001), writing is "a form of communication to deliver through or to express feelings through written communication" (p.79). Hence, it is a mode of communicating feelings and ideas in written form. Such a view is shared by Crystal (1995), who defines it as "a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression"(p.257). Thus, writing is the act of putting words together in order to communicate meaningfully.

Nunan(2003) defines it as both a *physical* and *mental* act; writing for him "is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader"(p.88). It means thatwriters conveytheir ideas in awell structuredand comprehensible form for the reader.

1.2.2.2. Importance of EFL Writing

Within the communicative framework of language teaching, the skill of writing is one of the basic skills that enjoys special status. Hence, it is important for EFL learners. Through writing, one can communicate messages to close or distant, known or unknown readers. Such communication is extremely important in the modern world (Celce-Murcia, 2001). Therefore, writing is the primary source for EFL learners to communicate their ideas and to express themselves in the target language. Moreover, it is a creative process because a writer presents meaningful ideas to a reader and information that has not been expressed previously (Carlock et al., 2017). Besides, EFL writing has a crucial role in education. Most - if not all- of the exams are written. Thus, writing does not only help learners in their school grades, but it also prepares them for academic and professional futures.

1.2.2.3.Stages of EFL Writing

Writing any piece of work, a paragraph, text, or an essay, is not done in one step. The writing process has different stages which are: pre-writing, during writing, and post writing.

1.2.2.3.1. Pre-Writing

Pre-writing is the first step in the writing process. It is the stage where learners develop or select a topic and find information about it. It includes invention techniques: brainstorming, word mapping, and quick writing (Nunan, 2003).

1.2.2.3.2. During Writing

After deciding on a topic, learners are supposed to start writing. The writing stage in itself goes through three steps. These are: drafting, feedback and revising, and proofreading and editing (Nunan, 2003).

- **Drafting**

As Nunan (2003) clarifies, "after students have developed their topics and ideas, it is time for them to write their first draft" (p.98). According to him, students, at this point, need to focus on the development of ideas and the organisation of those ideas. Hence, drafting is the process of putting ideas into paper, written sentences and paragraphs.

- **Revising**

After students write their first draft, the teacher may walk around to provide feedback or he/she may ask them to exchange papers for peer feedback. Then, it is time for the revising stage (Nunan, 2003). In order to improve his/her piece of writing, the writer needs to re-read what he/she had produced, and check the received feedback

- **Editing**

This stage is a kind of self assessment in which students recognise their mistakes and errors. This is stressed by Nunan (2003), identifying that before the final draft is turned in for

evaluation, students should, of course, read for mistakes in spelling, grammar, punctuation, and so forth. Through this stage the organisation of ideas may also be changed to make the final product coherent and cohesive.

1.2.2.3.3. Post-Writing

The post writing stage is known also as the publication stage; writers or students publish their final product. It is different from the outline put earlier in the planning stage because many things are changed during the revising and editing stages.

1.2.2.4.Difficulties in EFL Writing

Celce-Murcia (2001) insists on the idea that the writer is obliged (by mutual cooperation) to try to write a clear, relevant, truthful, informative, interesting, and memorable text. Accordingly, the piece of writing should not suffer from "numerous spelling errors, faulty punctuation, or inaccurate structure, any of which may render the message unintelligible" (Celce-Murcia, 2001, p. 207). For producing an intelligible piece of writing, writers and especially non- native-English-speaking academic writers face writing-related challenges (Chen& Liang, 2013). They cannot express themselves while writing; a very common answer when investigating students' level in writing is:"I make many errors in my writing; I face problems in writing"(Christopher, 1999, p. 7).Therefore, writing difficulties are about the obstacles encountered by learners throughout the writing process; some of which are:

- **Lack of Vocabulary**: EFL writers often have a limited vocabulary in English, which can make it difficult to express their ideas clearly and concisely (Byrne, 1991).

- **Grammar:** they may not be familiar with all the grammatical rules of English, which can lead to errors in their writing.

- **Spelling:** EFL writers may not be familiar with all of the grammatical rules of English, which can lead to errors in their writing (Byrne, 1991).

- **Punctuation:** they may not be familiar with all of the punctuation rules of English, which can make their writing difficult to read and understand.

- **Organisation:** they may not be familiar with the conventions of academic writing in English, which can make their writing disorganised and difficult to follow.

- **Coherence:** they may not be able to connect their ideas in a logical way, which can make their writing incoherent and difficult to understand.

- **Confidence:** EFL writers may lack confidence in their ability to write in English, which can lead them to making errors and avoiding writing altogether.

Besides having problems in writing well-formed sentences, learners find difficulties with being productive (Reents, 2001, as cited in Lalam, 2019). Henceforth, writing is particularly difficult for learners, because it is one of the productive skills that demonstrates all acquired skills and experience in foreign language learning (Pysarchyk&Yamshynska, 2015).

1.2.2.5.Overcoming Difficulties in EFL Writing

There are a number of actions that EFL writers can take to overcome the afore mentioned difficulties. Some of the most important actions include:

- **Practice:** The more students write, the better they will become at it. They should practise writing in a variety of genres, such as essays, reports, and letters.

- **Getting Feedback:** they should ask more proficient learners to read their writing and give them feedback on grammar, spelling, punctuation, organisation, and coherence.

- **Reading:** Reading English texts can help to improve your vocabulary and grammar use. Students should read a variety of texts, such as newspapers, magazines, and books.

- **Taking a Writing Class:** If they are serious about improving their writing skills, they may consider taking a writing class. A writing class can provide them with the opportunity to

learn about the conventions of academic writing in English and to get feedback on their writing.

Conclusion

The present chapter provided different explanations of a theoretical aspect related to learner-centred learning and feedback practices in EFL writing. The first section dealt with the clarification of what learner-centeredness is, its history, its approaches, and a distinction between it and teacher-centred learning. Furthermore, the second section of this review is divided into two parts: feedback practices and EFL writing. For part one, it demonstrated the meaning of feedback and its significance as well as its main types, teacher feedback and peer feedback. At the end of this chapter, the last part expounded the EFL writing skill, its stages, and the difficulties that may face EFL writers along with a discussion of a way-out.

CHAPTER TWO: Writing Feedback between Teachers' Practices and Learners'

Preferences: The Field Work

Introduction

The purpose of this research is to gather the necessary data for our investigation, in order to answer the research questions. Two tools are relied on in gathering data: a questionnaire for middle school teachers, and another one administered for middle school pupils. This chapter deals with the answers provided by the sample we have investigated. It includes the presentation of the sample, the description of the questionnaires, the analysis of the collected data and interpretation of the results, and finally some limitations and recommendations.

2.1. The Teachers' Questionnaire

The first questionnaire is designed for middle school teachers of English. It seeks to investigate the techniques they use to provide pupils with feedback while teaching writing. It also aims at answering the set research questions: (1) What are the Algerian middle school EFL teachers practices regarding teacher and peer feedback when teaching writing? (2) What are the pupils' preferences regarding teacher and peer feedback? (3) Are the Algerian middle school EFL teachers teacher-centred or learner-centred in teaching writing?

2.1.1. The Participants

The research sample consists of 40 middle school teachers of English from different eastern Algerian middle schools. Our participants are a mixture of novice and experienced teachers, ranging from one year to 29 years of experience. Their participation was online, via emails and Facebook groups.

2.1.2. Description of the Questionnaire

The questionnaire consists of 17 questions coming under four sections: Background information, Teacher's Feedback Practices in EFL Writing Classes, Learners' Preferences of

Teacher and Peer Feedback, and the Implementation of Learners' Preferences in Improving their Writing Skills.

2.1.2.1. Background Information (Q01-Q03).

It aims at establishing a demographic profile of the selected sample in terms of teaching experience, the levels taught and pupils writing ability. Although demographic information is not a direct variable in this study, it was thought that it would serve the curiosity of the interested reader.

2.1.2.2.Teacher'sFeedback Practices in EFL Writing Classes(Q4-Q10).

It consists of seven questions seeking information on teachers' feedback practices in EFL writing classes. Participants are invited to give information concerning feedback practices in relation to writing stages, aspects of writing, types of feedback and the way of addressing pupils' errors. Moreover, they are asked if they are more teacher-centred or learner-centred. They are also asked about the challenges they encounter in incorporating a learner-centred approach.

2.1.2.3.Learners' Preferences of Teacher and Peer Feedback (Q11-Q14).

The questions under this section are concerned with learners' preferences towards teacher feedback, peer feedback and the writing stages at which they receive feedback.

2.1.2.4.Implementation of Learners' Preferences in Improving Their Writing Skills (Q15-Q17)**.**

This section is designed to give teachers the chance to express their opinion regarding a mixed feedback approach, i.e. the use of both teacher and peer feedback.

2.1.3. Analysis of the Questionnaire

The teacher's questionnaire is used as a data collection instrument to understand whether the Algerian middle school EFL teachers are learner-centred or teacher-centred. It

also seeks to determine their feedback practices during the writing classes. To this end, the obtained answers are organised and analysed into four sections as stated earlier.

2.1.3.1.Background Information

Q1. How long have you been teaching English?
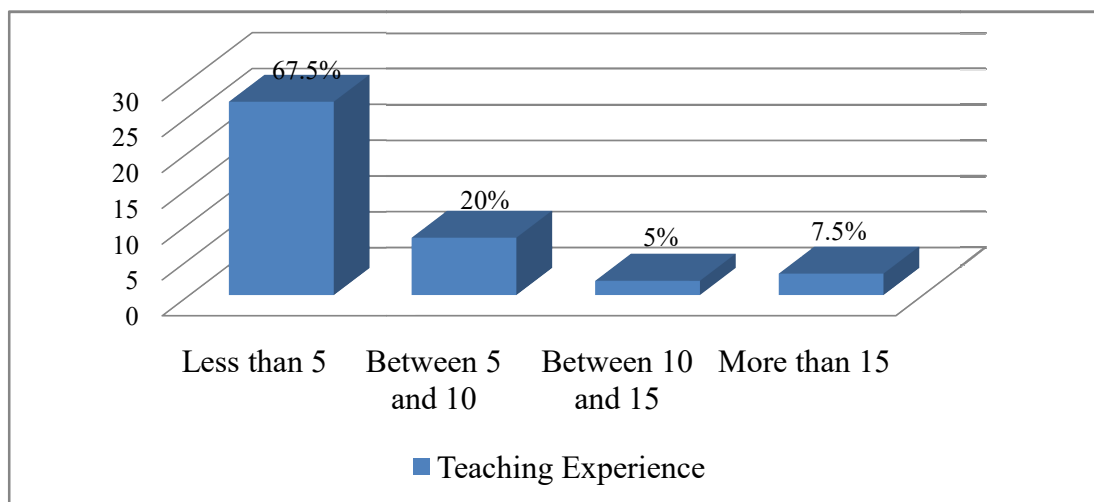
Graph2.1.1. Participants' Teaching Experience

More than sixty seven percent (67.5%) of participants have less than 5 years of teaching experience and 7.5% have more than 15 years of experience. Besides, 20% have been teaching for 5 to 10 years, and only 5% have been teaching from 10 to 15 years. The majority of the participants have relatively short experience; 87.5% have been teaching for less than a decade.
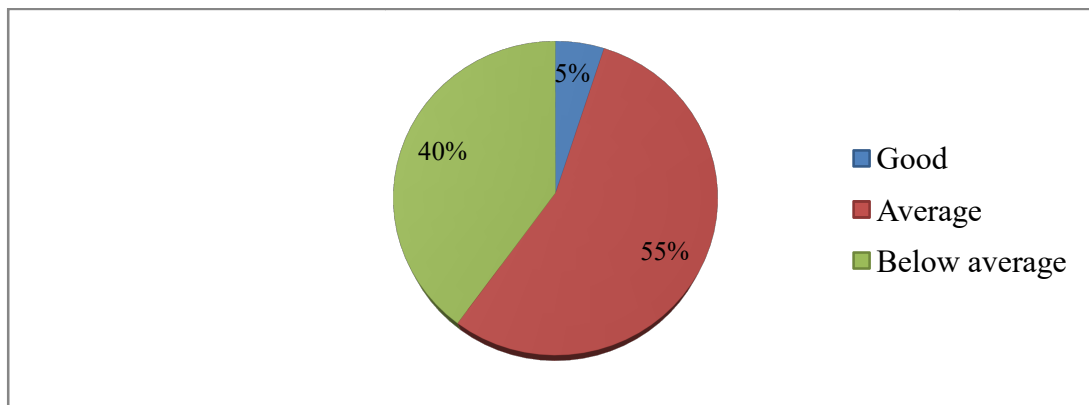
Q2. What middle school levels are you teaching now?
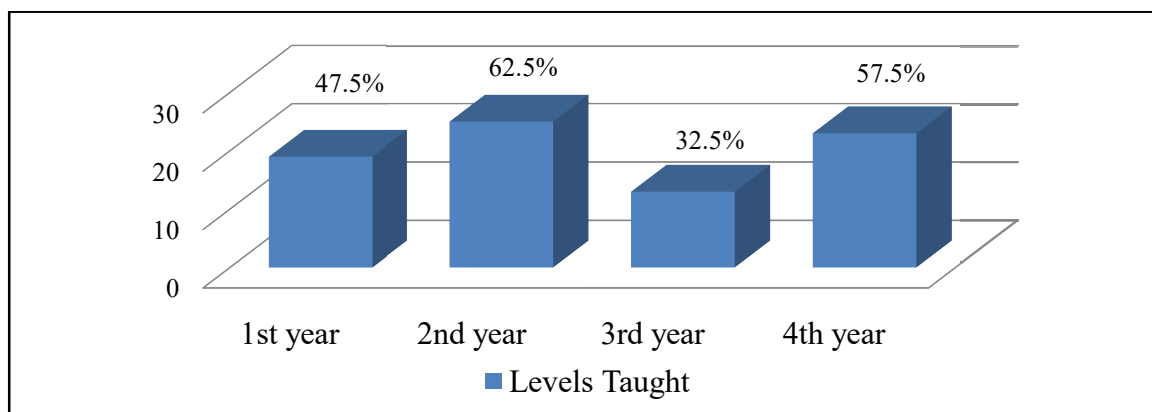
Graph2.1.2. Levels Taught

The data indicate that each of the participants is teaching two levels. This is generally the case in all Algerian middle schools.

Q3. How would you consider your pupils' English writing ability: Good, average, or below average?


Graph2.1.3. Pupils' English Writing Ability

More than half of the participants, 55%, rated their pupils' writing ability as average, while only 5% viewed it as good. The remaining 40% said that their pupil's writing ability is below average. Thus, the majority of teachers consider pupils' ability to write as being average.

2.1.3.2.Teacher's Feedback Practices in EFL Writing Classes

Q4. In what stage of the writing process do you offer pupils feedback? In the prewriting, the drafting, the revising or the post-writing stage?
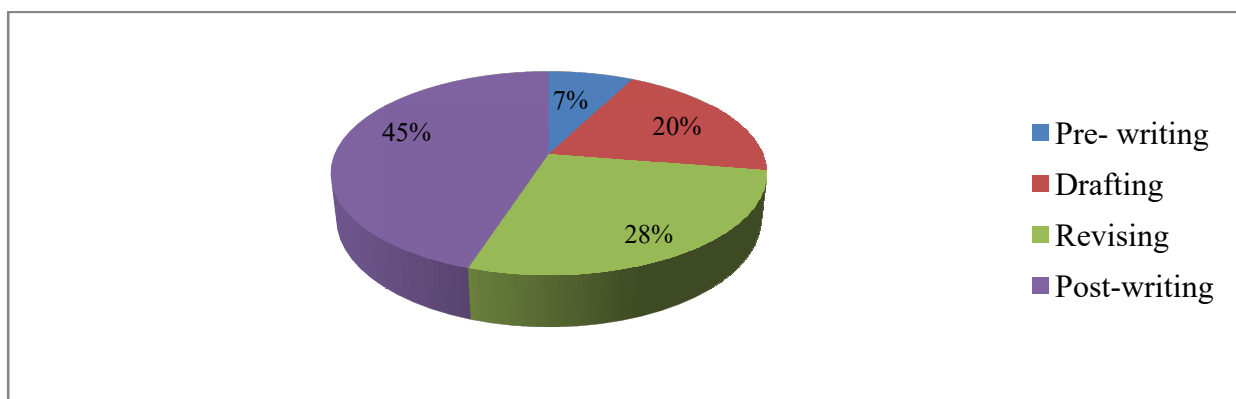

Graph2.1.4. Writing Stages of Providing Teacher Feedback

A high percentage of the surveyed middle school teachers (45%) preferred providing feedback in the last stage of writing, post writing. In contrast, few teachers give feedback during the other stages: 7% in the pre-writing stage, 20% in the drafting stage, and 28% in the revising one. Based on the obtained answers, most teachers like providing feedback during the last writing stage because theymay prefer correcting all the errors on the final products in order to address all the mistakes of the written work.

Q5. What aspect of writing does your feedback mostly focus on: (a)Grammar and organisation, (b) ideas and content, (c) vocabulary and word choice or (d) spelling and punctuation?
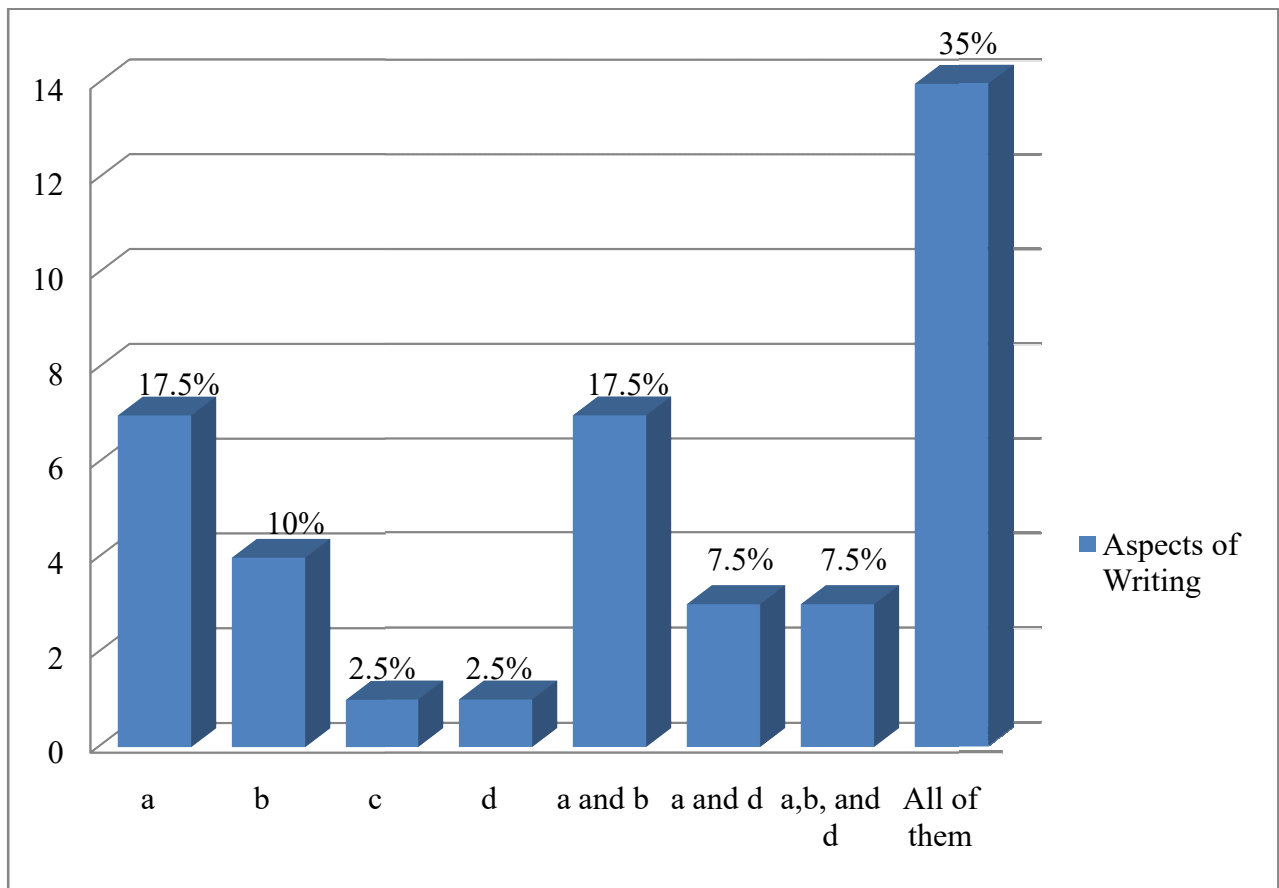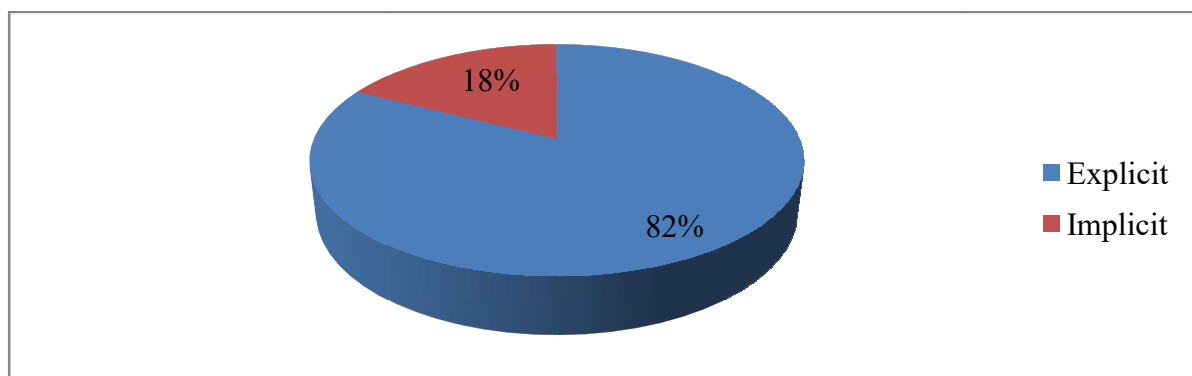

Graph2.1.5.**Focus of Teacher Feedback**

In this question, teachers are allowed to choose more than one choice. The above graph indicates that most teachers' feedback focuses on all of the writing aspects (35%).Teachers who focus on grammar and organisation and the ones who combined grammar and

organisation with ideas and content have an equal percentage of 17.5%. Only 10% give feedback on ideas and content, while 2.5% of teachers focus on vocabulary and word choice, and spelling and punctuation mistakes.

Q6. What type of feedback do you provide them with: Explicit or implicit?

Graph2.1.6. Types of Teacher Feedback

From the graph above, it can be seen that the majority of teachers tend to provide explicit feedback (82%), whereas only few of them (18%) give implicit feedback. Of note, direct feedback does not give pupils the chance to review and correct mistakes themselves.

Q7. How do you address pupils writing errors: (a) correcting all the errors directly, (b) correcting only the most serious error, (c) no correction but indicating errors by underlining, circling or coding, (d) providing comments and cues etc.
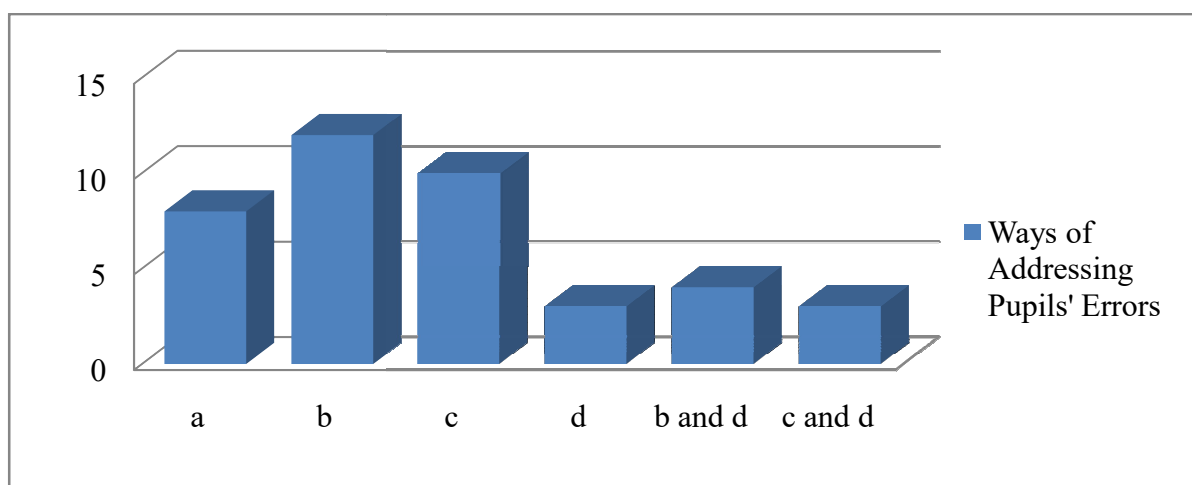
Graph2.1.7. Ways of Addressing Pupils' Writing Errors

The graph shows that 30% of teachers are interested in correcting only the most serious errors; 25% provide no correction but indicate errors by underlining, circling or coding;20% prefer correcting all the mistakes, and 7.5% provide comments and cues. Unexpectedly, a group of teachers did like combining the last way, providing comments and cues, with the other pre-mentioned strategies; 10% of this proportion indicated that they add comments and cues after correcting the most serious errors, and 7.5% indicate the error and then add comments and cues.

Q8. Which of the two options mostly defines your feedback practice: (a) Teacher-driven feedback, (b) Pupil peer-driven feedback?
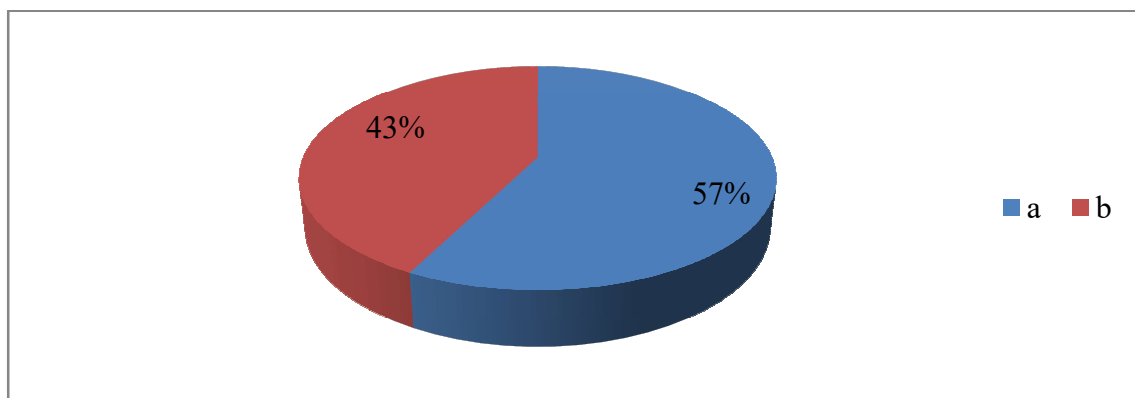
Graph2.1.8. Feedback Practices

More than half of the respondents (57.5%) defined their feedback as being teacher-driven, while 45.5%of them said it is pupil peer-driven. This indicates that most of the sample ismore teacher-centred, with a smaller proportion being rather more learner-centred while correcting. A more direct and general question regarding the issue of centeredness is the following.

Q9. Are you more teacher-centred or learner-centred in teaching?
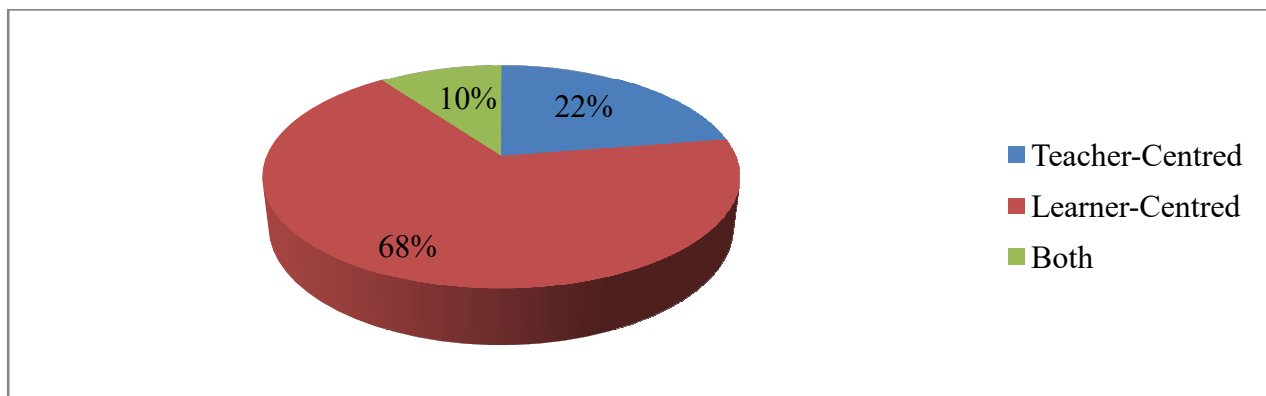
Graph2.1.9. Teaching Approaches

A large percentage of participants (68%) claimed that they are more learner-centred in their teaching, whilst 22% are rather teacher-centred. The rest 10% said that the used approach depends on pupils' level and the type of the lesson. It happens that while 43% are learner-driven in feedback provision (see Graph2.1.8); nevertheless, an important proportion (68%) of them is learner-driven in instruction. This discrepancycan be clarified in the coming question.

Q10. What challenges have you faced in incorporating a learner-centred approach, if at all, into your teaching?
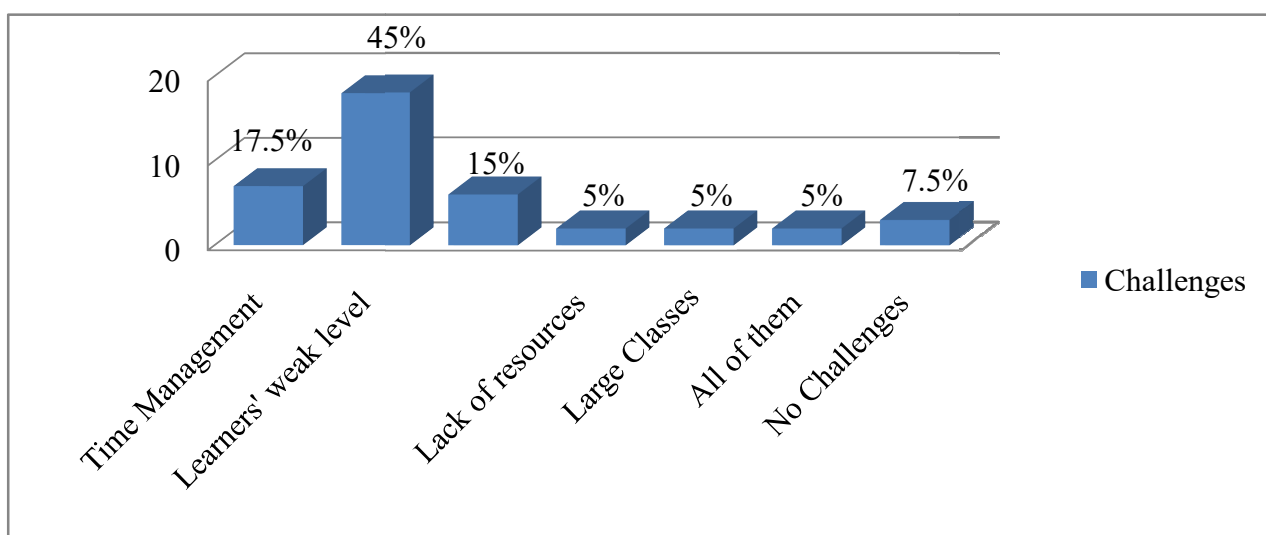

Graph2.1.10. Challenges in Incorporating a Learner-Centred Approach

According to 45% of participants, learners' weak level is the main challenge in applying a learner-centred approach in teaching. This involves their weakness in acquiring

the English skills such as speaking and writing. Besides, 17.5% reported time management as their challenge, assuming that the teacher cannot address all learners in just one hour. The third challenge for 15% teachers is the lack of motivation and interest in learning since most of the learners are passive. Three groups with an equal proportion of 5% related their challenges to large classes, lack of resources, and all of the afore-mentioned challenges. Unexpectedly, 7.5% of teachers indicated that they do not face any challenges in implementing a learner-centred approach in their classes. Thus, teachers are unable to fully apply learner-centred practices because of the pre-mentioned challenges. Though they are learner-centred, they are still the dependable source for providing reliable feedback.

2.1.3.3.Learners Preferences of Teacher and Peer Feedback

Q11. Do you feel that your pupils are actively engaged in their learning?
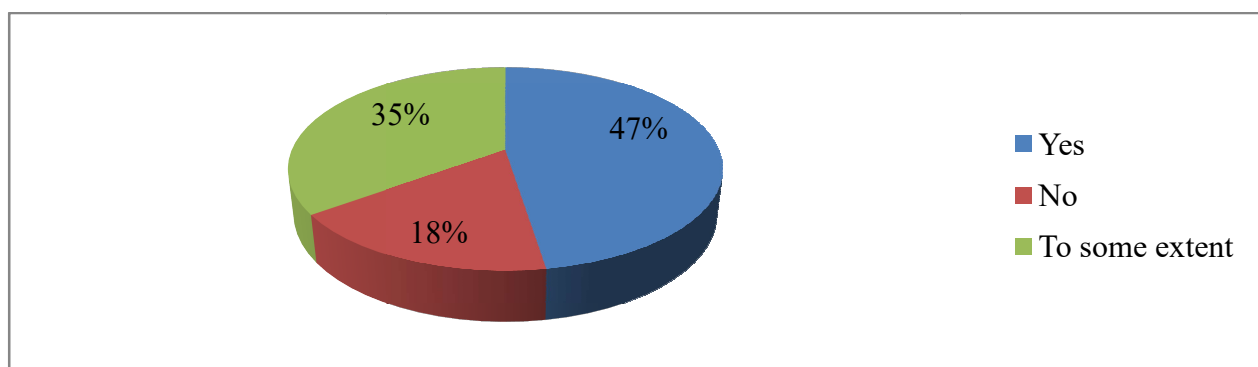
Graph2.1.11. Pupils' Engagement in Learning

The graph shows that approximately half the participants (47%) felt that their pupils are actively engaged in the learning process, while 18% responded in the negative. Furthermore, 35% said that learners are motivated to learn to some extent; perhaps only the interested ones are engaged. From these results, it can be noticed that pupils are interested and motivated to learn English.

Q12. Which type of feedback do your pupils respond to more: teacher feedback or peer feedback? And which one results in more learning?
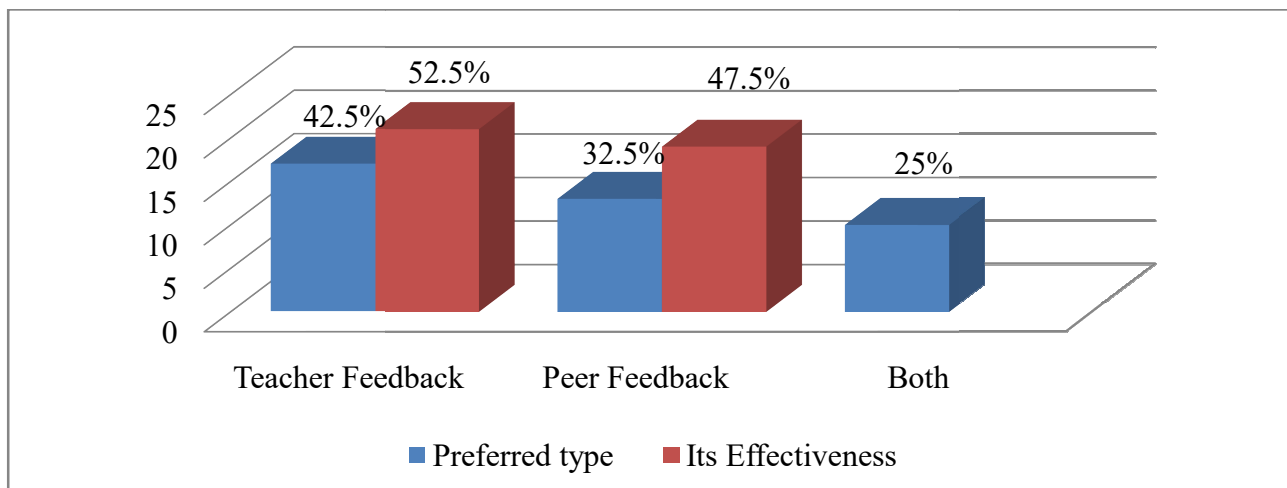
Graph2.1.12. Learners Preferred Type of Feedback and Its Effectiveness in Learning

An important proportion of teachers (42.5%) indicated that teacher feedback is the type pupils respond to more, and that it is the one which results in more learning (52.5%), while 32.5% of them said that their pupils respond to peer feedback instead, yet it is less effective in learning (47.5%). Besides, the remaining 25% claimed that pupils like both types of feedback, teacher and peer. Since both teachers (see graph2.1.8.) and pupils rely primarily on teacher-feedback, it may be the most effective feedback which might well result in more learning.

Q13. Has their preference something to do with their affective and personality traits? How?
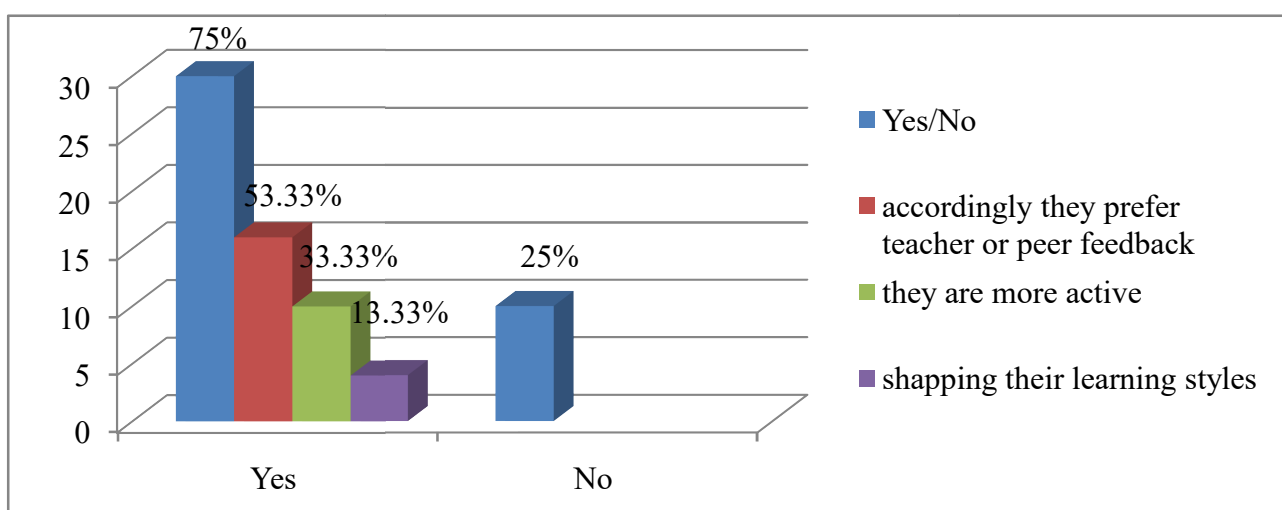
Graph2.1.13. Relation between Pupils' Feedback Type Preference and their Affective and Personality Traits

The majority of teachers (75%) indicated that there is a relation between pupils' preference of feedback type and their affective and personality traits against 25% who claimed that there is no relation. The answers of those who believe in such a relation are summarised in the following three ideas. The first one (53.33%) is that pupils may prefer teacher or peer feedback according to their personality and affective makeup. For example, extroverted pupils may tend to ask for their peer's correction. The second idea (33.33%) is that pupils are more active when learning about topics of interest. The last one (13.33%) is about the learning styles of pupils; it means that different learning styles may prompt different types of feedback preference.

Q14. In what stage of the writing process, do you ask your students to share peer feedback, if at all: In the prewriting, the drafting, the revising or the post-writing stage?
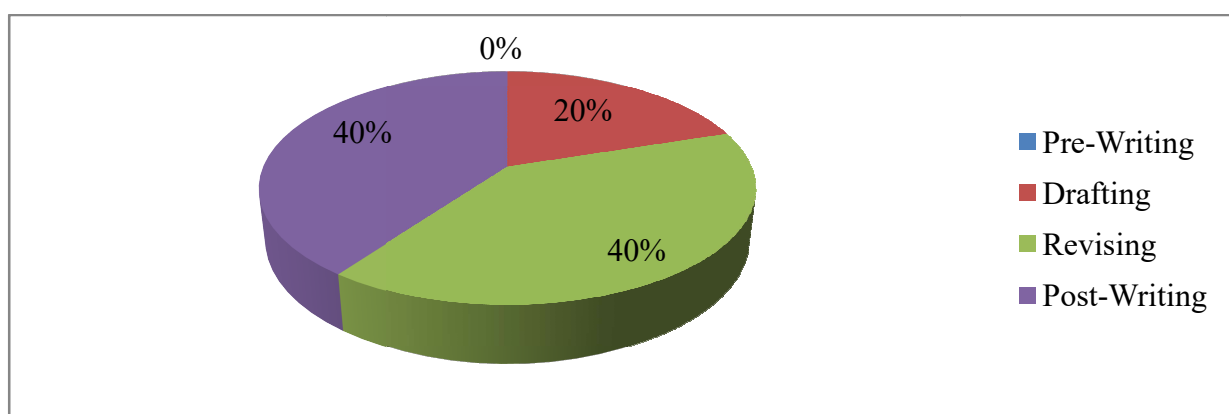
Graph2.1.14. Writing Stages of Peer Feedback Provision

Two equal proportions of participants indicated that they ask pupils to exchange peer feedback in the (40%) revising and (40%) post-writing stages of the writing process. Twenty percent of them tend to ask their pupils to share feedback in the drafting stage. It is worth to mention that none of the 40 teachers constituting the target sample did mention providing feedback during the pre-writing stage. No wonder, in the pre-writing stage, there is any piece of work to provide feedback for; it is a stage of brain-storming ideas.

2.1.3.4.The Implementation of Learners' Preferences in Improving their Writing Skill

Q15. Do you think pupils read and use your feedback after you return assignment copies to them?
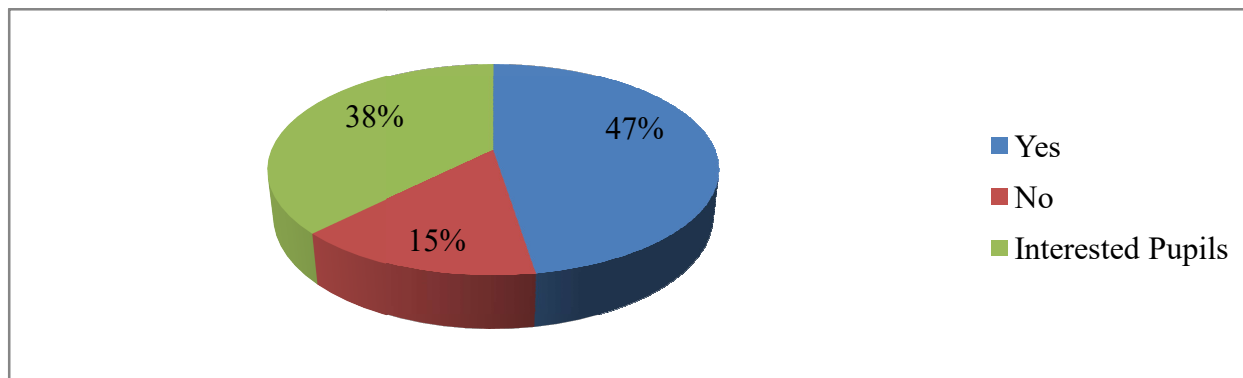
Graph2.1.15. Pupils' Use of Teacher Feedback

Almost half the participants (47%) admitted that their pupils read and use the provided feedback, and 38% of them claimed that only the interested pupils do take the provided feedback seriously. The last group of teachers (15%) totally denied their pupils' interest in the provided feedback; they said pupils neither read nor use it. All in all, it seems that the overwhelming majority (85%) answered in the positive. Therefore, it can be said that pupils value their teachers' feedback as they read and use it to correct their written works.

Q16. Do they take into consideration their peers' remarks during the afore-mentioned stages of the writing process? And how do they make use of them?
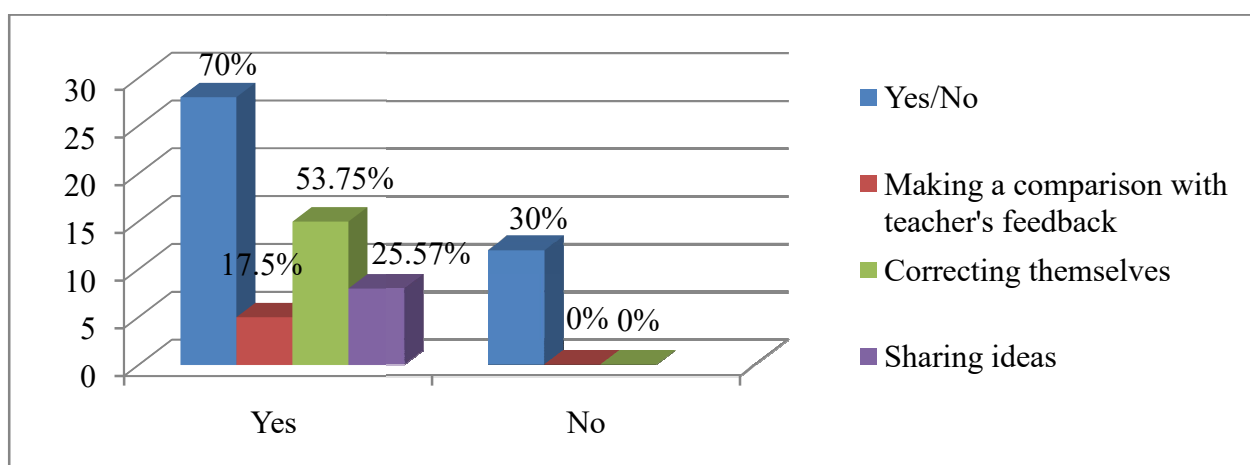
Graph2.1.16. Pupils' Consideration and Use of Peer Feedback

Most teachers (70%) claimed that pupils take into consideration their peer's remarks during the writing stages, whereas a minority (30%) did not think the same. Teachers whose answers were in the positive suggested three uses of peer's remarks: first, to correct themselves during the earlier stages of the writing process for editing and revising (53.75%); second, to share ideas and vocabulary during the writing process (25.57%); and last, to make a comparison with teacher feedback (17.5%). It may mean that students do not really trust their peers.

Q17. Have you ever used a mixed feedback approach, based on both teacher and peer feedback? If yes, for what purpose? And is it better than the either-or type of feedback provision?
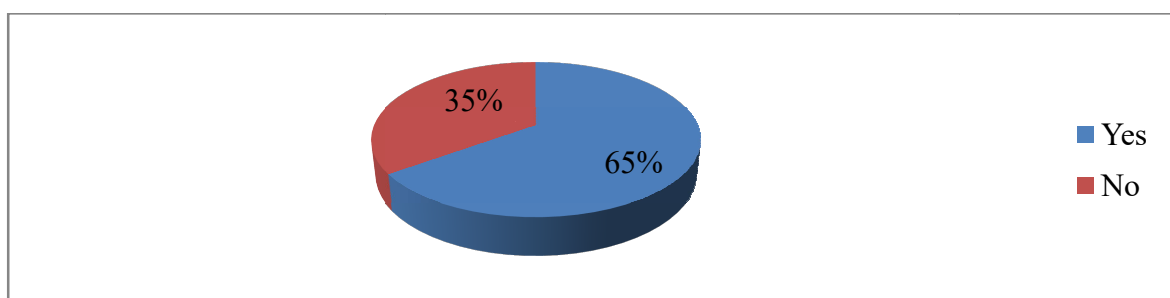
Graph2.1.17. Use of a Mixed Feedback Approach

The majority of the respondents (65%) said they do mix between teacher and peer feedback; however, 35% of them do not. The purposes of using such an approach by those teachers are represented in the graph below.
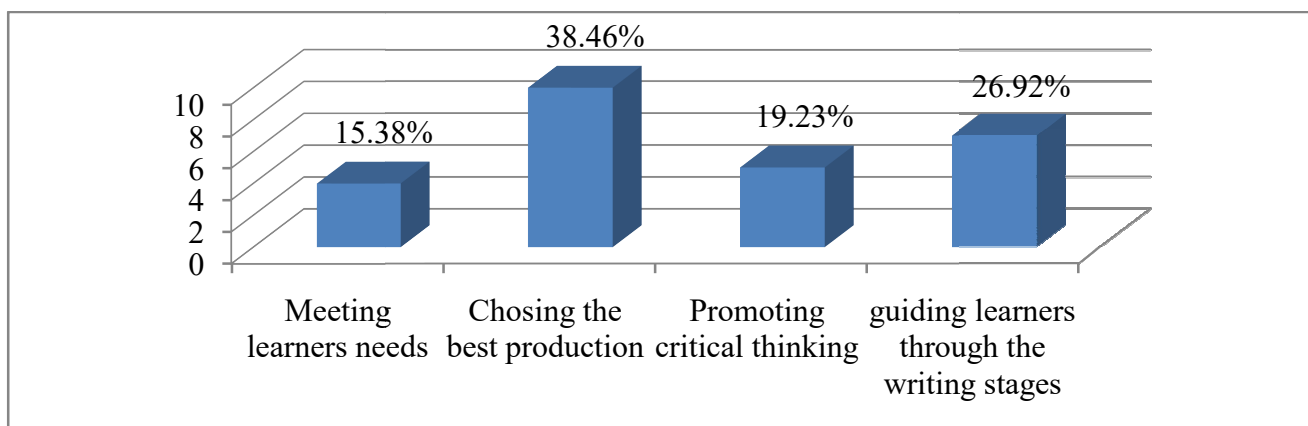
Graph2.1.18. Purposes of Using a Mixed Feedback Approach

According to an importantproportion (38.46%) of the respondents, one purpose is that a mixed feedback approach helps learners to be selective in choosing the best production. The second purpose (26.92%) is concerned with guiding learners through the writing stages, i.e. each type of feedback is used during a specific stage; for instance, peer feedback during drafting, and teacher feedback in the post writing stage. The third purpose stated by 19.23% of teachers is promoting learners' critical thinking as the teacher involves them in the evaluation process. The final purpose (15.3%) is related to learners' needs. In other words, it depends on the teacher to decide when/where pupils need a mixed feedback approach. Concerning the last part of Q17, all the participants (100%) answered that a mixed feedback approach is better than the either-or type of feedback provision.

2.2. The Pupils' Questionnaire

This questionnaire targets Algerian middle school pupils. It attempts to determine their preferences concerning both teacher and peer feedback in English writing classes. The gathered data was used to answer the aforementioned research questions. Of course, the findings that may obtain from the analysis of the present questionnaire will be cross-checked with those of the preceding one for more insights into the problem at hand.

2.2.1. The Participants

The respondents of this questionnaire are 200 pupils from two different middle schools in Mila state. These respondents are second, third and fourth year pupils; first year ones were not included because they have quite a little experience in English writing. In each level, two classes were selected, one from KASSA BAGHEDOUCGHE Messoud middle school and the other from MAHMOUD Ammar middle school.

2.2.2. Description of the Questionnaire

The questionnaire is formed of 18 questions that are classified in four sections: Background information, Teacher Feedback, Peer Feedback, and Learners' Preferences of

Teacher vs. Peer Feedback. This questionnaire was first translated into Arabic, and then submitted to pupils to answer it since their current proficiency level would not help them to answer the English version. The participants were requested to answer only closed questions by ticking the box that best represents their opinion.

2.2.2.1. Background information (Q01-Q05).

This section seeks to compile demographic data on the sample including their gender, school level, level in English, English writing ability, and personality. Again, although demographic information is not a direct variable in this study, it was thought that it would serve the curiosity of the interested reader.

2.2.2.2. Teacher Feedback (Q06-Q08).

This section contains three questions that investigate whether the participants receive teacher feedback in their writing sessions or not, the stage they receive it at, and their perspectives on it.

2.2.2.3. Peer Feedback (Q09-Q13).

The five questions of this section inquire about pupils' reception of peer feedback in their writing classes, as well as their preferences, feelings and perspectives on it.

2.2.2.4. Learners' Preferences of Teacher vs. Peer Feedback (Q14-Q18).

The questionnaire's last five questions ask participants to choose between teacher and peers' feedback. It attempts to determine which one they prefer, and which one they find more helpful in learning. Besides, it requires them to select the feedback type they favour receiving at each writing stage and when correcting the different writing aspects. Last but not least, question 18 puts emphasis on the type participants use to improve their writing: teacher feedback, peer feedback or both.

2.2.3. Analysis of the Questionnaire

The pupils' questionnaire was used to compile data on learners' preferences regarding teacher and peer feedback. The analysis isorganisedunder four main sections.

2.2.3.1.Background Information

Q1. What is your gender: Male ☐   Female ? ☐
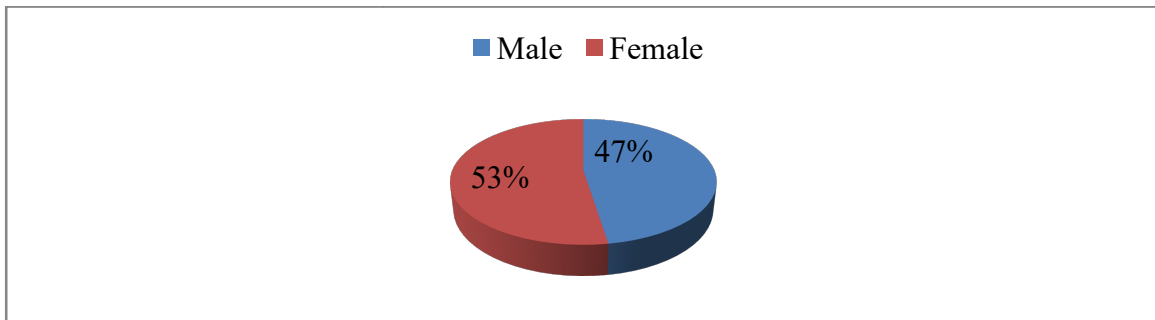
Graph2.2.1. Participants' Gender

Fifty three percent of pupils are females, whereas 47% of them are males. Since the proportions are approximate, the distribution in terms of gender is balanced.

Q2. Which level are you at?

2nd year ☐   3rd year ☐4th year   ☐
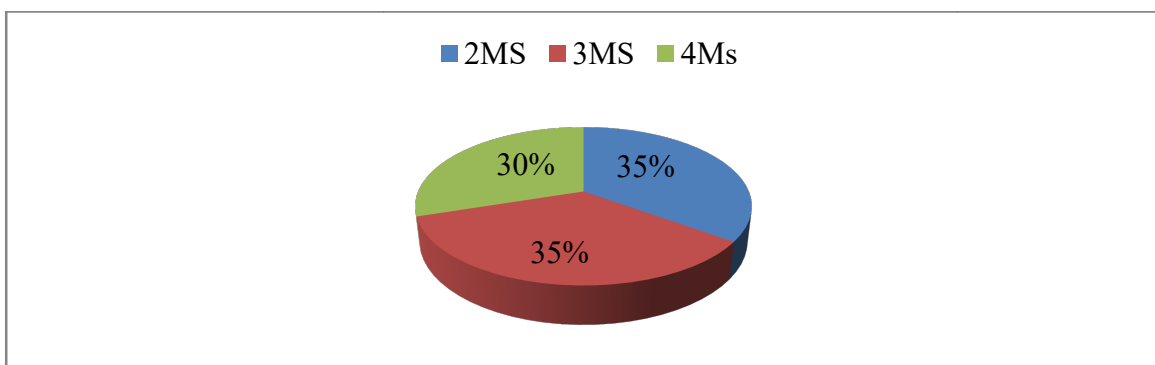
Graph2.2.2. Participants' School Level

Thirty five percent of the participants are second year pupils, 35% of them are third year, and the remaining 30% are fourth year pupils.

Q3. How do you rate your English level?

Good ☐ average ☐ below average ☐
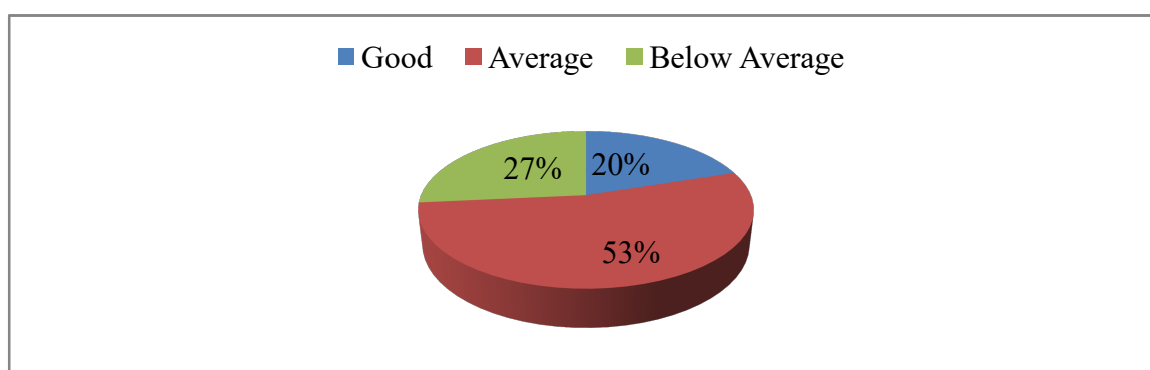
Graph2.2.3. Participants' English Level

Based on their answers, 20% of the pupils asserted that they are good in English; 53% of them are average and the rest (27%) are below average.

Q4. How do you rate your writing ability in English?

Good ☐ average ☐ below average ☐
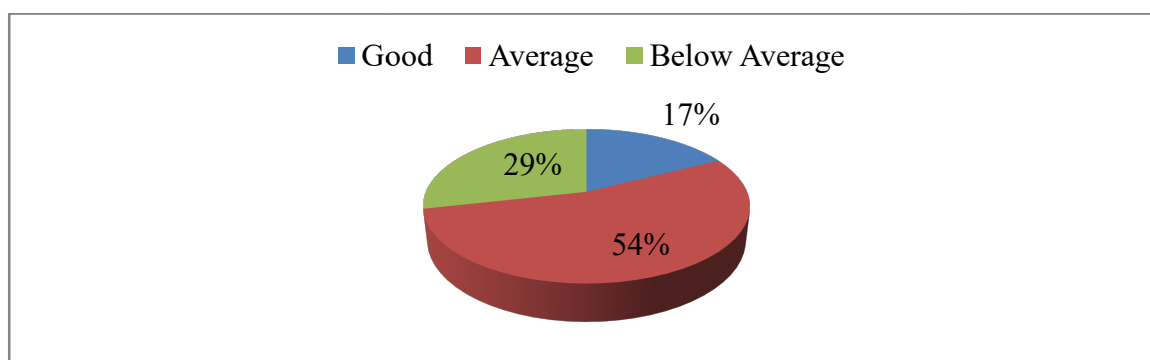
Graph2.2.4. English Writing Ability

Only17% of pupils considered themselves good writers in English, while more than half (54%) described their English writing ability as average, and 29% said it is below average. Such results might be due to the fact that the writing skill is considered difficult as it requires mastering many language aspects, including grammar, vocabulary, punctuation, coherence and cohesion, etc.

Q5. Are you: shy ☐   or sociable? ☐
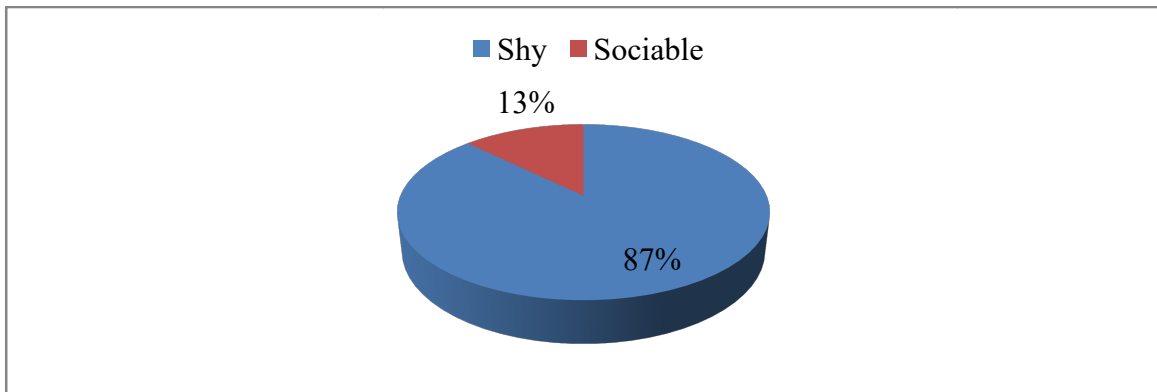
Graph2.2.5. Participants' Personality

The majority of pupils stated that they are sociable (87%), and only 13% of them said they are shy. The aforementioned results may be useful while interpreting learners' feedback preferences in the coming section.

2.2.3.2.Teacher's Feedback

Q6. During the writing process, do you often receive some feedback from your teacher?

Yes ☐   No ☐
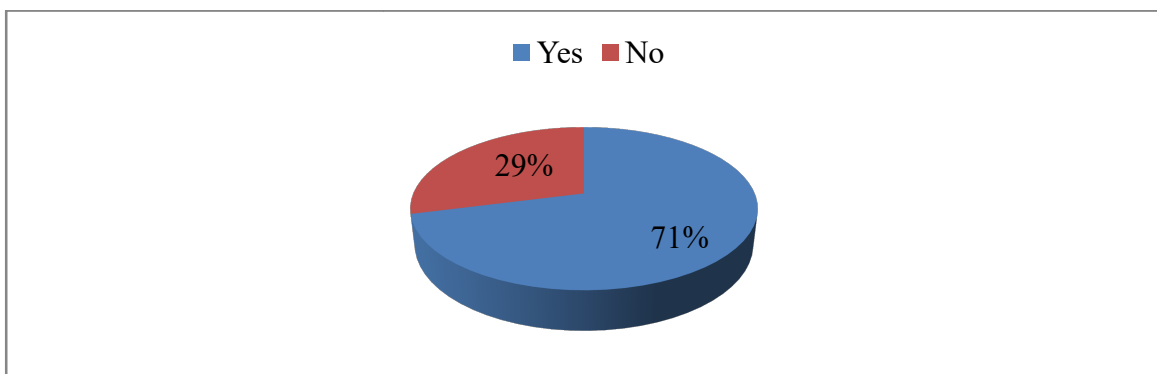
Graph2.2.6. Reception of Teacher Feedback

Seventy one percent of pupils responded that they do receive teacher feedback in the English writing class, yet 29% of them denied receiving any from their teachers. As expected, teacher feedback is widely used in most of the writing classes.

Q7. In which writing stage do you receive feedback from your teacher?

a. Drafting ☐   b. Editing ☐   c. Final version ☐
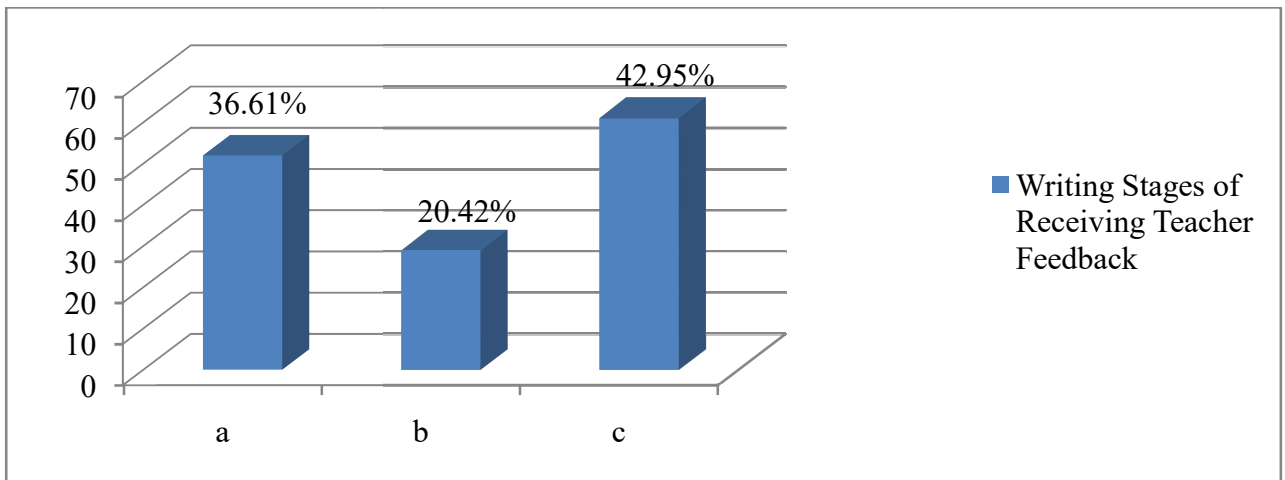
Graph2.2.7. Writing stages of Receiving Teacher Feedback

Pupils who indicated that they receive teacher feedback in the English writing class were requested to determine the stage of writing they receive it at. Thirty-six point sixty-one percent selected the drafting stage, 20.42% chose the editing one and 42.95% opted for the final version. The probable reason behind delaying the correction until the end is that teachers tend to fix their pupils errors all at once, instead of correcting them separately and repeating the process at each writing stage.

Q8. How do you consider teacher feedback in your writing class?

a. I value and appreciate my teacher's feedback as it definitely helps my English writing. ☐

b. It makes me feel disappointed about myself, yet it probably helps to some extent. ☐

c. I am comfortable with it because making mistakes is a part of learning a language. ☐

d. I don't think teacher's feedback helps a lot. ☐
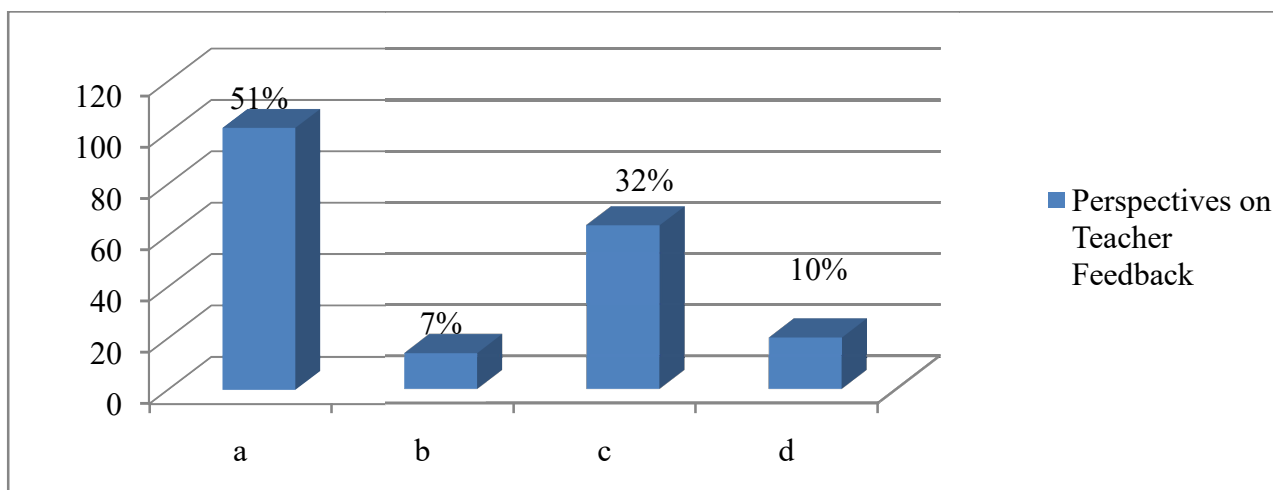
Graph2.2.8. Perspectives on Teacher Feedback

Half of the sample (51%) has a positive perspective on teacher feedback, valuing and appreciating teacher feedback as it definitely helps their English writing. The other half has three different perspectives: 7% said it makes them feel disappointed about themselves, yet it probably helps to some extent, 32% are comfortable with it because making mistakes is a part of learning a language, and the last 10% do not think teacher feedback helps a lot. The three last views might be due to pupils' young age and lack of awareness. Apparently, they do not realise that the main aim of teacher correction is to avoid repeating errors again; thus, pupils' main concern is the provided grade rather than the feedback.

2.2.3.3. Peer Feedback

Q9. Do you receive any peer feedback during the writing activities?

Yes ☐   No ☐
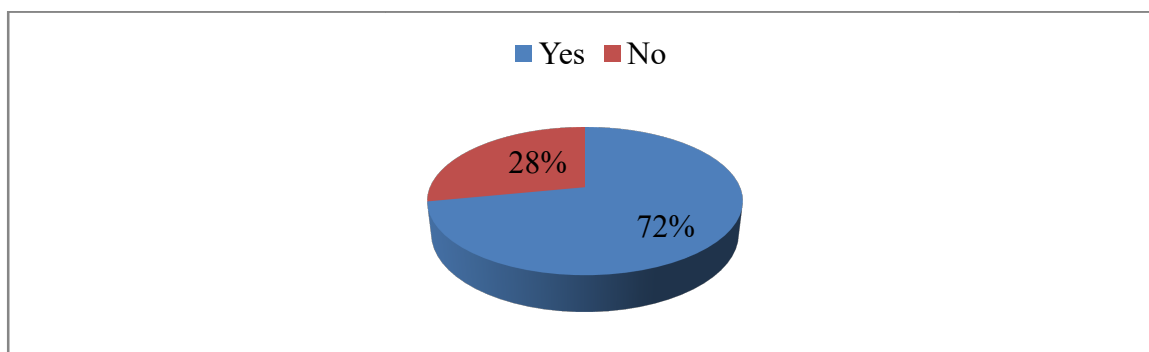
Graph2.2.9. Reception of Peer Feedback

Unexpectedly, almost three quarters of the sample (72%) asserted that they do receive peer feedback in their English writing classes, whereas 28% declared the opposite. It means that the overwhelming majority of the pupils is familiar with the peer feedback process.

Q10. If yes, whom do you prefer to use peer feedback with?

a. Your best friend ☐   b. Good pupils ☐   c. Other classmates ☐
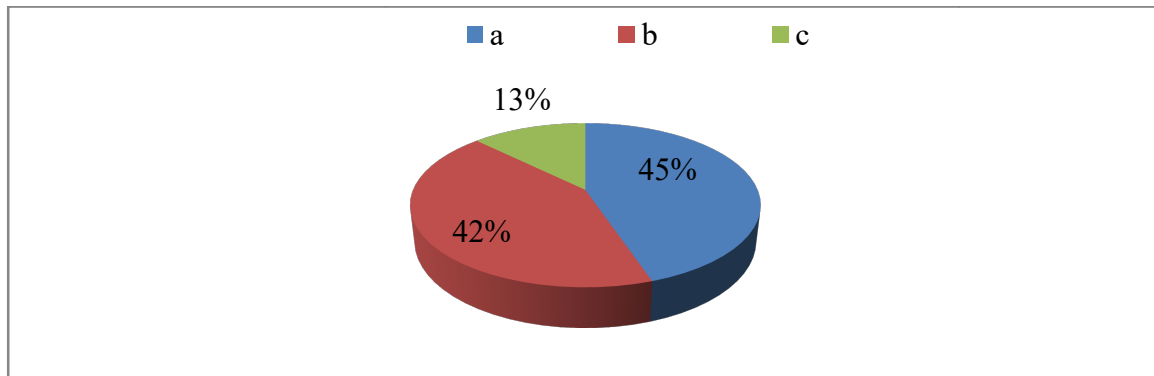
Graph2.2.10. Preferences of Peer Feedback Provider

After confirming that they do receive peer feedback in the previous question, 45% of these pupils stated that they prefer to be corrected by their best friends, 42% favour good pupils' correction, and 13% prefer feedback provided by other classmates. The choice of the first group of pupil can be described as affection-driven since they picked their best friends' correction, while the second group's decision is more cognition-driven as they went for good pupils as the favourable source for peer feedback. The last group do not mind receiving feedback from any peer, so they may have either an extroverted personality or a negative perspective on the whole idea of peer feedback.

Q11. Do you feel comfortable giving feedback to your peers?

Yes ☐   No ☐
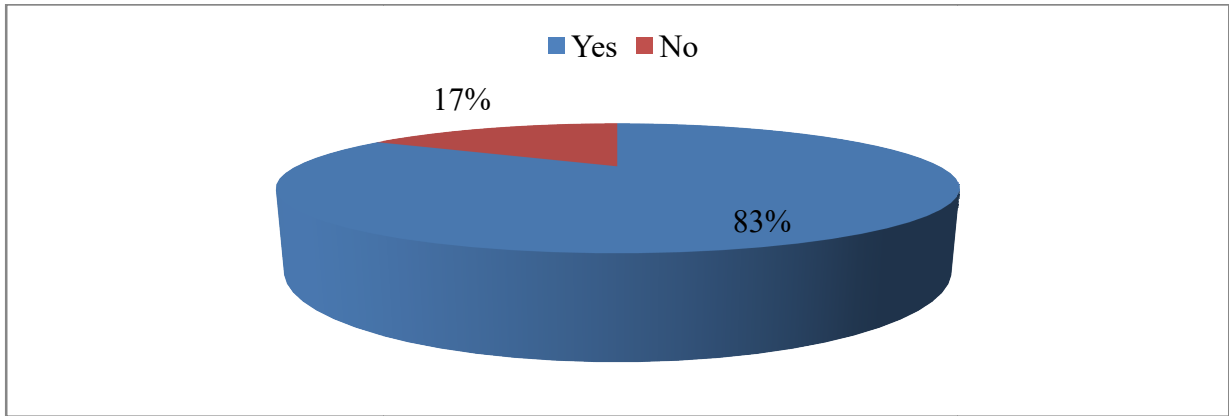
Graph2.2.11. Being Comfortable when Providing Peer Feedback

Eighty three of the pupils stated that they feel comfortable when they themselves provide their peers with feedback; however, 17% of them declared they do not. Such a positive reaction can be related to pupils' affective and personality traits as most of the sampled pupils declared that they are sociable and extrovert.

Q12. Which of the following descriptions best represents your idea of using peer feedback in the English writing process?

a. It helps my writing because it provides other pupils' insights and I learn better from my classmates. ☐

b. I think it depends on whether or not the partner has more knowledge than I do. ☐

c. I do not think I can trust other pupils; after all we are all pupils, not teachers. ☐

d. I am not sure, but I would like to try it. ☐
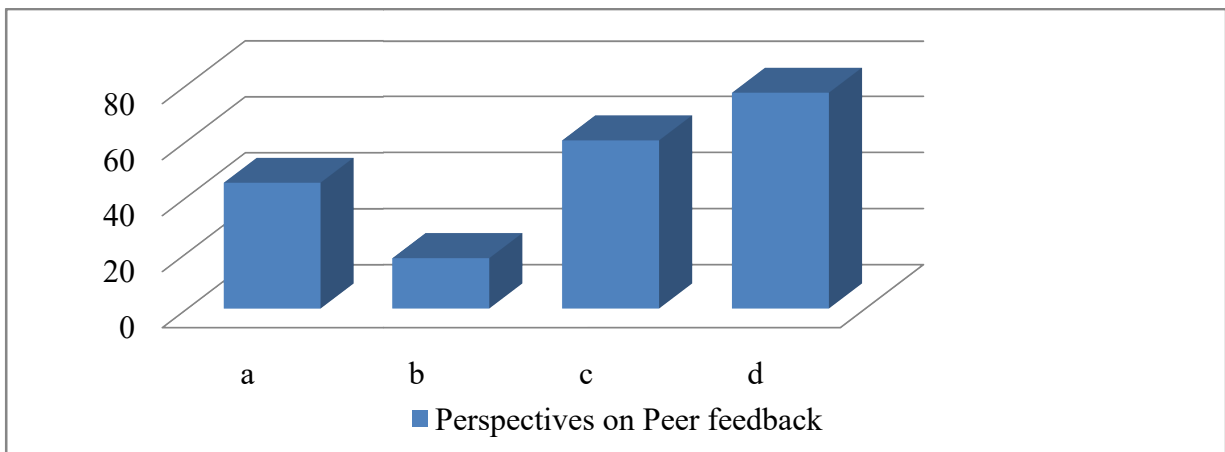
Graph2.2.12. Perspectives on Peer Feedback

Since not all pupils are given the chance to experience peer feedback, the majority of them have a neutral position on the topic; 38.5% answered saying they are not sure, but they want to try it. Another slightly neutral answer was selected by a minority of 9%, stating that they think it depends on whether or not their partners have more knowledge than they do. The rest of the respondents went for two contrasting perspectives, a positive and a negative one. The former is representedby22.5% of the pupils who declared that peer feedback helps their writing because it provides other pupils' insights and they learn better from their classmates. The latter represents 30% of the sample claiming that they do not think they can trust other pupils for they are all pupils, not teachers.

Q13. Do you consider peer feedback a reliable and credible tool to improve writing?

Yes ☐   No   ☐
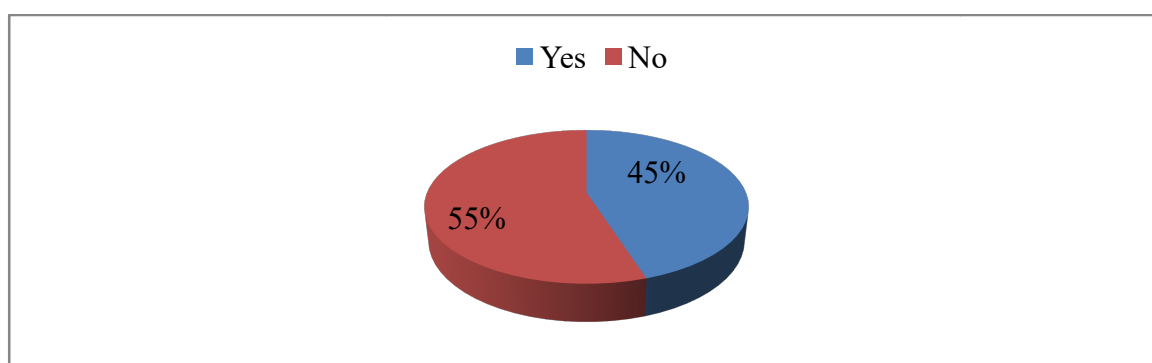
Graph2.2.13. Credibility of Peer Feedback

Forty five percent of the surveyed pupils consider peer feedback a reliable and credible tool to improve writing against 55% who do not have the same opinion. The answers to this question are directly related to the responses of the previous question. Most pupils see themselves and their classmates as just learners with little knowledge, unlike the teacher. Therefore, a great amount of these pupils do not trust their peers' feedback and consider it unreliable as well.

2.2.3.4.Learners' Preferences of Teacher vs. Peer Feedback

Q14. In general, which type of feedback do you prefer the most?

Teacher Feedback ☐   Peer Feedback ☐
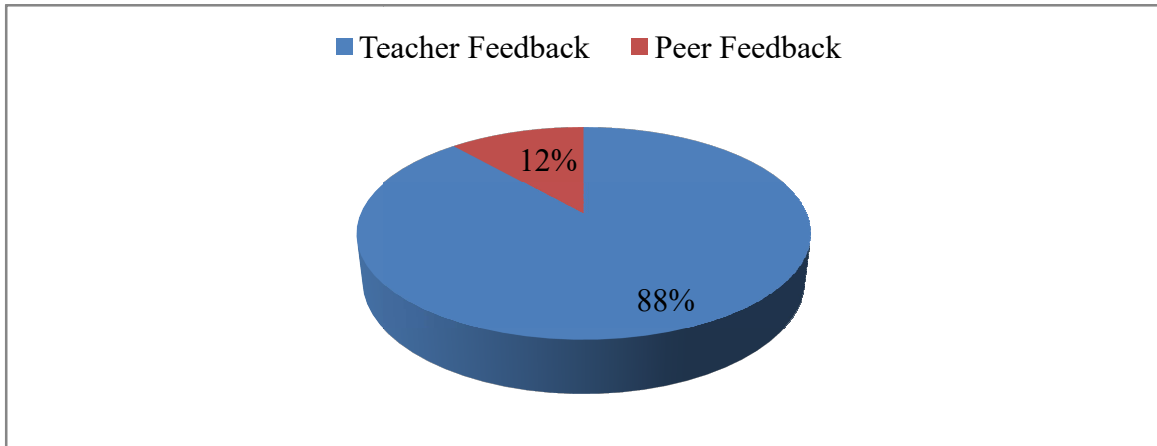
Graph2.2.14. Preferred Type of Feedback

The highest percentage (88%) of the surveyed pupils prefers teacher feedback, while the remaining 12% favour peers-driven correction. These responses clearly confirm the results of the previous sections, indicating that most pupils trust their teacher more than themselves and their peers, considering him/her the only expert in the classroom.

Q15. Which one helps you learn better?

Teacher Feedback ☐   Peer Feedback ☐
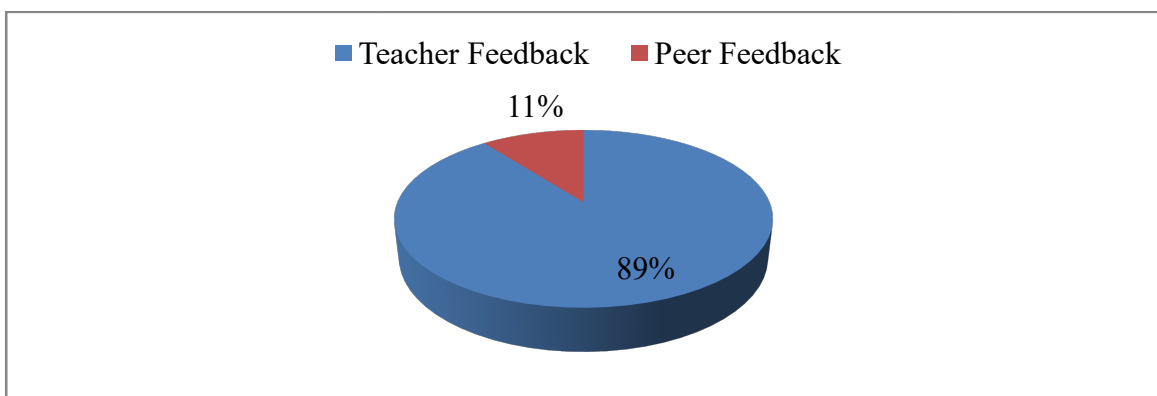
Graph2.2.15.The Most Helpful Feedback Type

No wonder, pupils chose once again teacher feedback over peer feedback; 89% of them considered teacher feedback more helpful than peer feedback which was chosen only by 11%.

Q16. Which type of feedback do you favour receiving at each writing stage?

	Teacher Feedback	Peer Feedback
a. At the pre-writing stage	☐	☐
b. At the drafting stage	☐	☐
c. At the revising stage	☐	☐
d. At the post-writing stage	☐	☐
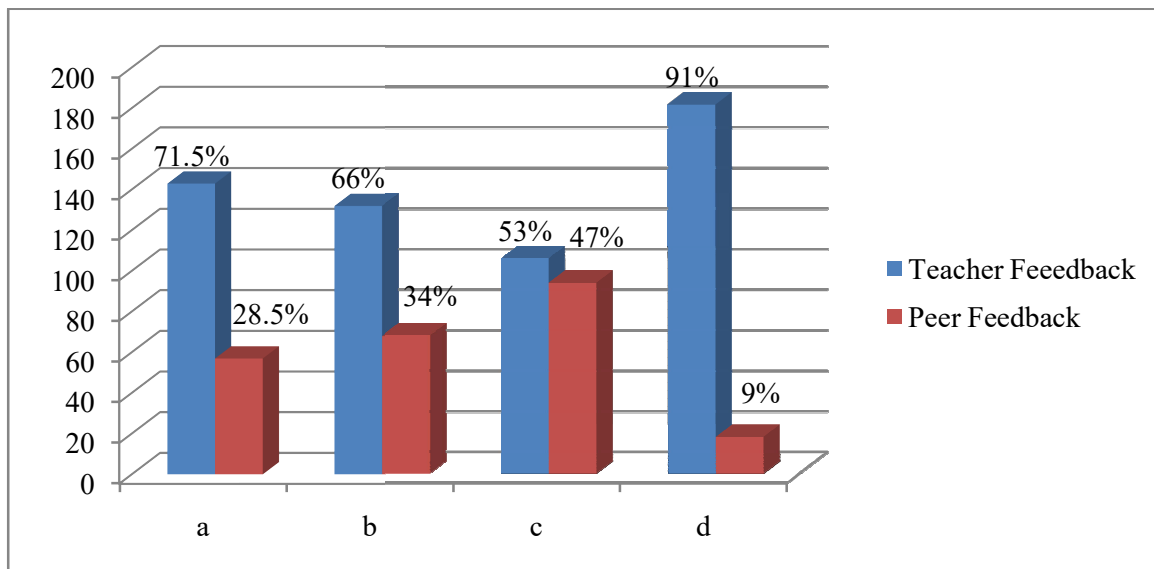
Graph2.2.16. Favoured Feedback Type at Writing Stages

As displayed in the above graph, teacher feedback dominates all of the writing stages. At the pre-writing stage, the percentages are 71.5% against 28.5%, and at the drafting stage, they are 66% versus 34%. At the revising stage, the percentages are not that differentas 47% of pupils prefer peer feedback while 53% of them favour teacher feedback. However, at the post writing stage, teacher feedback was selected by the overwhelming majority, with a percentage of 91%, whereas only 9% chose receiving peer feedback.

Q17. Whom do you prefer to be responsible for correcting the following aspects?

	Teacher	Peers
a. Grammar	☐	☐
b. Vocabulary	☐	☐
c. Spelling	☐	☐
d. Punctuation	☐	☐
e. Content and organisation	☐	☐
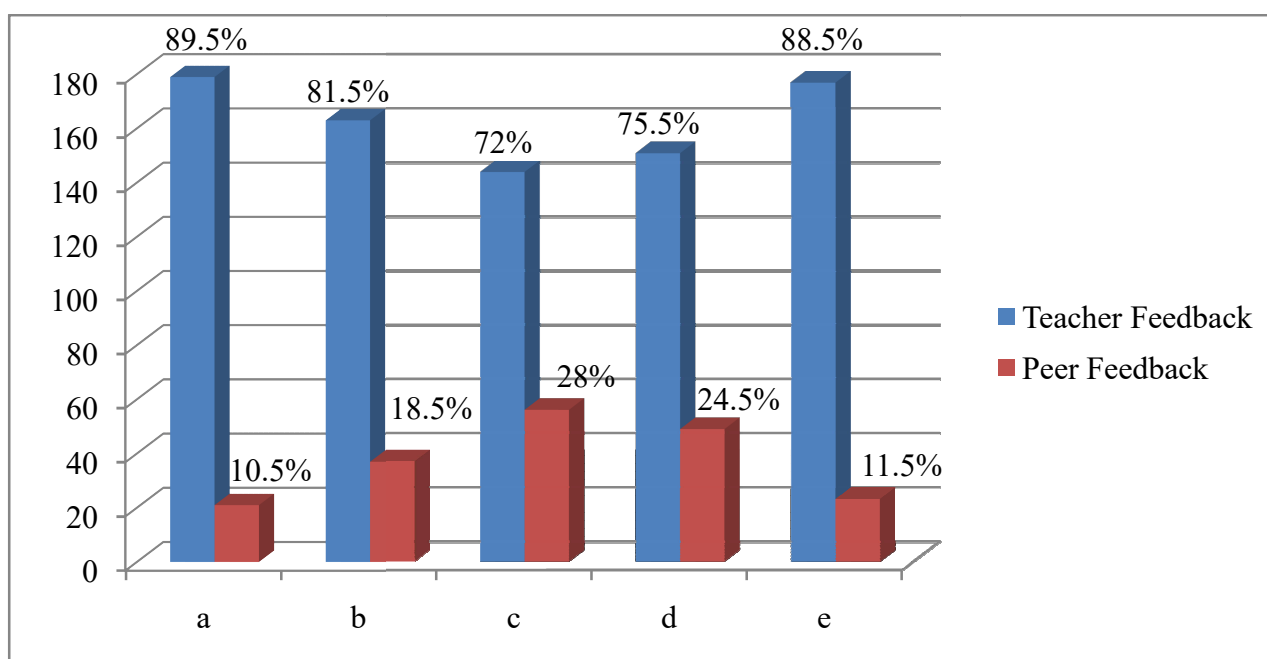
Graph2.2.17. Preferred Feedback Type for Writing Aspects

Like the previous question, teacher feedback was chosen by the majority of the respondents in the correctionof the different aspects of writing, with a percentage of 89.5% for grammar, 81.5% for vocabulary, 72% for spelling, 75.5% for punctuation and 88.5% for content and organisation. As for the remainder, 16.5% of pupils prefer receiving peer feedback for their grammatical errors; 18.5% chose it for a better vocabulary correction; 28% selected it for correcting spelling mistakes; 24.5% opted for it to adjust punctuation, and 11.5% picked it for content and organisation' s aspects.

The traditional point of view of preferring teacher feedback and considering it as the most helpful to correct the different writing aspects at all of the writing stages may be caused

by teachers' dominance, and thus practices, in the classroom. Probably, they are still using a teacher-centred approach though they claimed to be learner-centred.

Q18. Which type of feedback do you follow for improving your writing?

      a. Teacher feedback ☐   b. Peer feedback ☐   c. I like them both ☐
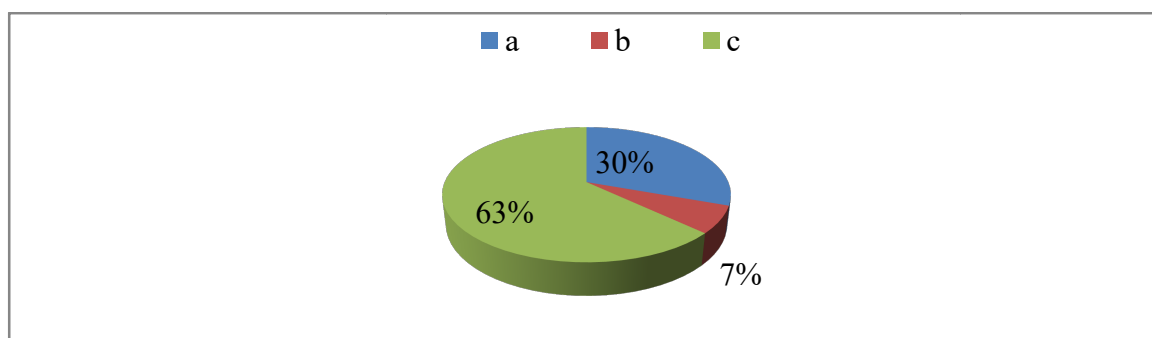
Graph2.2.18. Best Feedback Type for Improving Writing

      Provided with three options followed for improving writing (namely, teacher feedback, peer feedback or both of them),most of the participants selected the third one; exactly, 63% of the pupils stated that they follow both types of feedback to improve their writing skill. The remaining percentage is divided into two: 30% of pupils chose teacher feedback, and only 7% of them picked peer feedback. Hence, a mixed feedback approach can be suggested to suit learners' preferences and meet their needs as well.

2.3. Discussion of the Main Findings

      The analysis of both questionnaires reveals four main findings; three of which constitute answers to the research questions: (1) what are the Algerian middle school EFL teachers' practices regarding teacher and peer feedback when teaching writing? (2) What are the Algerian middle school pupils' preferences regarding teacher and peer feedback? (3) Are the Algerian middle school EFL teachers teacher-centred or learner-centred in teaching writing? As for the last main finding, it supports a core recommendation in this study, and it

will be highlighted in the coming part. It might have been noticed that the analysis also has some sub-findings that have been implicitly addressed through the previous section.

Firstly, the findings indicate that the Algerian middle school EFL teachers' feedback practices are explicit and teacher-driven instead of being peer-driven. On the one hand, teachers tend to correct all their pupils' errors directly in the post writing stage. On The other hand, pupils happen to be acquainted with teacher feedback more than peer feedback as it is their teachers who often correct the final versions of their written works.

Secondly, the results show that pupils' favourite feedback type is teacher feedback. They prefer receiving it in all of the writing stages to correct the different language aspects. Teachers confirm such a view, indicating that teacher feedback results in more interaction and learning, however strange this may seem. At the same time, pupils are familiar with the concept of peer correction as they are comfortable sharing it mainly with their best friends, yet they do not fully trust its credibility. Such preferences are closely related to the pupils' affective and personality traits as underscored by teachers.

Thirdly, the findings display that Algerian middle school EFL teachers still use teacher-centred practices though they claimed being learner-centred. Teachers explained this contradiction by the many challenges they face while trying to incorporate learner-centeredness in their classes. Pupils' poor level in English in general and writing in particular is seen as the main challenge.

Finally and most importantly, the responses of both groups demonstrate that they accept the idea of using a mixed feedback approach which depends on both teacher and peer correction. On the one hand, teachers agreed on the effectiveness of such a hybrid approach as long as each feedback type is implemented in the appropriate stage to fix a particular writing aspect. On the other hand, when they are not forced to choose one type of feedback or another, pupils opt for both types together in order to enhance their writing skill.

2.5.Limitations and Recommendations

To conclude the field work chapter, the limitations of the present study are highlighted and some recommendations are suggested.

2.5.1. Limitations

The present research is not without limitations; the following need to be recognised:

- In the first place, teachers' data was intended to be collected through an interview instead of a questionnaire. Unfortunately, setting an online interview with a number of 40 teachers was neither easy nor achievable, so it was replaced by a questionnaire.

- Both questionnaires were conducted with a relativelysmall number of teachers and learners – 40 teachers and 200 pupils. A larger sample size for future research would yield more comprehensive results.

- Although being a part of middle school population, first year pupils were not included while collecting data because they are still beginners with no writing experience that allows them to answer easily the questionnaire.

2.5.2. Recommendations

The findings of the present research allow to draw some suggestions and recommendations, which are likely to better pupils' EFL writing through implementing learner-centred feedback practices.

First, teachers are recommended to seriously take into consideration their pupils' affective side, their preferences, and their learning styles before deciding on which type of feedback they should practise during writing. They should also be careful when choosing the type of editing and revising to be used at each writing stage. Besides, teachers should emphasise the involvement of all learners in the feedback-provision process in order to make learners aware of the significance of this technique. In addition, teachers are highly recommended to use a mixed approach that is based on both teacher and peer feedback. On

the one hand, peer feedback is beneficial at the earlier stages of writing as it provides other pupils' insights and allows them to share creative ideas. Teacher feedback, on the other hand, guides learners to spot and correct their serious errors in the final versions, so it is mostly appropriate to be provided at the post writing stage. Thus, a combination of both types would not only improve learners' current writing skill, but it would also ensure that the provided feedback has a long-term effect.

Second, it is suggested that learners stop believing that the teacher is the sole source of reliable feedback and underestimating their peers' correction. They should give themselves the chance to exchange peer review more often, so that they realise its crucial role in making them critical thinkers and proficient evaluators. In order to trust the credibility of the provided peer feedback, it is suggested that learners use peer correction more than once for each production, i.e. they ask more than one classmate to review their written composition. This way, they receive various insights that tackle different writing aspects and correct as many errors as possible. Besides, they are advised to work more on their communication skills and social relationships with their classmates to facilitate the process of exchanging feedback. They should not take their peers' critiques personally, nor should they be offended because making mistakes is an inevitable part of learning. In addition, learners are strongly recommended to take their teacher's feedback more seriously. Instead of checking only the final grade, they should analyse the provided feedback, comparing their committed errors with the teacher' s correction, keeping the written comments in mind, and most importantly using them when producing future works.

Third, since EFL teachers face many challenges when incorporating a learner-centred approach in their classes such as learners' poor level, class size, lack of time, unavailability of resources, and long curriculum, there is a need for a more focused research on how to overcome these challenges. For example, more time should be devoted for carefully

observing the Algerian middle school EFL classes, comparing the role teachers play to the role of the pupils. Such a comparison can be the first step towards reducing the teacher's role while expanding the one of the learner to eventually achieve a learner-centred learning process. Moreover, experiments should be conductedevenon smaller-size classes, with theaim of investigating the effect of matching teachers' feedback practices to learners' preferences on enhancing the EFL writing skill in the Algerian middle schools.

Conclusion

All in all, this second chapter presents the practical part of our research study. After describing the questionnaires, analysing the collected data, and interpreting the results, the main findings are discussed. The final part of the chapter provides some limitations and recommendations which can contribute to the enhancement of both teacher and peer feedback practices in learner-centred writing classes.

General Conclusion

The present research was undertaken to determine the Algerian middle school English teachers' teaching approach and their feedback practices. It also sought to investigate the Algerian middle school pupils' preferences regarding teacher and peer feedback. Interest in this study stemmed from the cardinal role feedback plays in the teaching-learning process, mainly in writing classes,and also from the contribution it brings to learner-centeredness. When provided appropriately, feedback can contribute in a major improvement in learners' writing skill; nevertheless, random feedback provision can lead to poor pupils with no motivation or interest in writing. As a result, such a topic needs to be tackled with care and to be related to the needs and preferences of learners in the first place.

A theoretical overview in relation to learner-centeredness, feedback and EFL writing formed the start-off of this research which was done to answer three questions revolving around whether or not the Algerian middle school English teachers are learner-centred in teaching, whether their feedback practices correspond to such centeredness, and whether these practices match the Algerian middle school pupils' preferences.

Answers to the abovementioned questions were reached throughout a practical study that is based on two questionnaires; one of which was submitted to 40 middle school teachers, and the other to 200 pupils in order to investigate the former's practices and the latter's preferences.

The analysis of the collected data revealed certain findings. First, although the participating teachers claimed to be learner-centred, their feedback practices imply that they are still teacher-centred. Second, they use both teacher and peer feedback while teaching writing, yet teacher feedback is the dominant type. Third, the participating EFL pupils indicated that they prefer teacher feedback over peer feedback, which is not reliable in their opinion. However, when they are not forced to choose between the two types, learners opt for

both of them. Finally, both teachers and learners welcomed the idea of the mixed approach that includes providing both teacher and peer feedback at the same time, each type at a specific writing stage and for a certain purpose.

In the light of the aforementioned findings, we conclude that although being teacher-centred, teachers' feedback practices do match their pupils' preferences, which is a positive point for sure. However, the need for more theoretical research studies and practical implementations are always recommended to improve the writing skill in particular and the whole EFL field in general.

References

Alvarez, B. (2011). Flipping the Classroom: Homework in Class, Lessons at Home. Education Digest: Essential Readings Condensed For Quick Review, 77, 18-21.

Bader, F. (2017). *An Ealuation of the Algerian Middle School English Syllabuses and Textbooks* [Doctorate Thesis, University DES Frères Mentouri, Constantine]

Benson, P. (2003). *Learner autonomy in the classroom.* In D. Nunan (Ed.). *Practical English language teaching.* New York: McGraw Hill.

Benson, P. (2013). *Teaching and Researching: Autonomy in Language Learning.* Routledge.

Betts, D., & Smith, J. (2017). *Competency-based education: What it is, why it matters, and how to get started.* San Francisco, CA: Jossey-Bass.

Blessinger, P., &Carfora, J. M. (2015). *Inquiry-Based Learning for Multidisciplinary Programs: A Conceptual and Practical Resource for Educators.* Emerald Group Publishing.

Boyapati, E. Learning: Student-Centred vs Teacher-Centred. *Korean J. Chem. Eng.* 17, 365-367 (2000).

Brandes, D., &Ginnis, P. (1996). *A Guide to Student-Centred Learning.* Basil Blackwell Ltd.

Byrne, D. (1991). *Teaching writing skills to foreign language students.* New York, NY: Longman.

Carlock, J., Eberhardt, M., Horst, j., &Menasche, L. (2017). *The ESL Writer's Handbook,* 2nd*Ed.* University of Michigan Press.

Celce-Murcia, M. (2001). *Teaching English as a Second or foreign Language.* 3rd Edition,Heinle& Heinle. Publisher, Boston.

Chen, J. (2012). *Teachers'Practices and Student Views of Written Feedback A Case of TCFL Students* [MA thesis]. ARIZONA STATE University.

Chen, Y., & Liang, J. (2013). *Academic Writing in a Second or Foreign Languages*: *Issues and Challenges Facing ESL/EFL Academic Writers an Higher Education Contexts*. Ramona Tang (ed.), London: Continuum.

Christopher, T. (1999) *"writing difficult texts"* a thesis submitted for the degree of doctor of philosophy Lancaster University .

Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge: CUP.

Damnik, J. Y. (2022). Peer Feedback to Improve Indonesian Adults Learners' Writing Skills: A Literature Review. *Journal of English Teaching, 8*(1), 49-58.

Darish, E. (2018). Leaener-centred learning: What makes it Effective.*Indonisian EFL Journal,* 4(1), 33-42. DOI: 10.25124/ ieflj.v4il.796.

Du Plessis, E. (2020). Student teachers' perceptions, experiences, and challenges regarding learner-centred teaching. *South African Journal of Education*, *40*(1).

Fain, P. (2009). At public universities: Less for more. *The New York Times*.

Fischer, J. (2001). The process and problems of EFL learners in English writing. *Journal of Critical Reviews*, 2(1), 12-18.

Garrison, J. (2005). Socratic Method and critical philosophy: *Selected essays*. Ashgate Publishing, Ltd.

Grami, G. M. (2012). ARE LEARNER-CENTRED APPROACHES THE ANSWER TO SAUDI LANGUAGE CLASSES?. *Annual Review of Education, Communication & Language Sciences*, *9*.

Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow: Longman.

Harmer, J. (2004). How to teach writing. Pearson Education Limited.

Hamouda, A. (2011). A Study of Students and Teachers' Preferences and Attitudes towards Correction of Classroom Written Errors in Saudi EFL Context. *English Language Teaching*, *4*(3). https://doi.org/10.5539/elt.v4n3p128

Hattie, J., &Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, *77*(1), 81–112. https://doi.org/10.3102/003465430298487

Hyland, K., & Hyland, F. (2019). Contexts and issues in feedback on L2 writing*. Feedback in Second Language Writing,* 1–22*.* doi:10.1017/9781108635547.003

Jones, M., Avery, L., &DiMartino, J. (2020). *Putting Students First: A Game Plan for Personalizing Learning*. Rowman& Littlefield Publishers.

Kroll, B. (2001). Considerations for teaching an ESL/EFL writing course. University of Michigan Press.

Lak, M., Soleimani, H., &Parvaneh, F. (2017). The Effect of Teacher-Centeredness Method vs. Learner-Centeredness Method on Reading Comprehension among Iranian EFL Learners. *Journal of Advances in English Language Teaching,* (5), 1-10.

Lalam, E. (2019). Essay *Writing Difficulties Encountred by EFL Learners*, Munich, GRIN Verlag, https://www.grin.com/document/484250

Lalande, J. F. (1982). Reducing Composition Errors: An Experiment. *The Modern Language Journal*, *66*(2), 140. https://doi.org/10.2307/326382

Lee, I. (2017). *Classroom Writing Assessment and Feedback in L2 School Contexts*. Springer.

Maarof, N., Yamat, H., & Li, K. L. (2011). Role of Teacher, Peer and Teacher-Peer Feedback in Enhancing ESL Students' Writing. *World Applied Science Journal 15*. http://www.idosi.org/wasj/wasj15(IPLL)11/6.pdf

Majchrzak, O. (2020). *Learner identity and learner beliefs in EFL writing.* Springer.

Marwan, A. (2017). Implementing learner-centered teaching in an English foreign language (EFL) classroom. *Celt: A journal of culture, English language teaching & literature*, *17*(1), 45-59.

Massouleh, N. S., & Jooneghani, R. B. (2012). Learner-centered instruction: A critical perspective. *Journal of Education and practice*, *3*(6), 50-59.

Noddings, N. (2010). Socrates as a Teacher and as Ethical Exemplar. *Educational Philosophy and Theory*, 42(3), 324-336.

Nonkukhetkhong, K., BaldaufJr, R. B., &Moni, K. (2006). Learner centeredness in teaching English as a foreign language: Teachers' voices.

Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill, Singapore, 88: International Edition.

Nunan, D. (2012). *Learner-Centered English Language Education: The Selected Works of David Nunan*. Routledge.

Paul, R., & Elder, L. (2006). *Socratic Teaching. Journal of Developmental Education*, 30(2), 34-35.

Pysarchyk, O. L., &Yamshynska, N. V. (2015). The Importance of Integrating Reading and Writing for the EFL Teaching. *Advanced Education*, (3), 77–83. https://doi.org/10.20535/2410-8286.44298

Raza, K. (2019). Learner Preferences for Teacher Corrective Feedback: A Survey Study of Arab Students from Qatar. *Language Teaching Research Quarterly*. https://doi.org/10.32038/ltrq.2019.11.05

Reid, J.& Kroll, B. (1995). Designing and assessing effective classroom writing assignments for NES and ESL students. *Journal of Second Language Writing*, *4*(1), 17–41. https://doi.org/10.1016/1060-3743(95)90021-7

https://doi.org/10.1017/9781108635547.003

Sackstein, S. (2017). *Peer Feedback in the Classroom: Empowering Students to Be the Experts*. ASCD.

Saito, H. (1994). Teachers' Practices and Students' Preferences for Feedback on Second Language Writing: A Case Study of Adult ESL Learners. *TESL Canada Journal*, *11*(2), 46. https://doi.org/10.18806/tesl.v11i2.633

Serin, H. (2018). A comparison of teacher-centered and student-centered approaches in educational settings. *International Journal of Social Sciences & Educational Studies*, *5*(1), 164-167.

Storch, N. (2013). Collaborative Writing in L2 Classrooms. In *Multilingual Matters eBooks*. https://doi.org/10.21832/9781847699954

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). Alexandria, VA: ASCD.

Williams, J. D (2003). Preparing to teach writing: Research, theory, and practice (3rd ed).

London: Lawrence Erlbaum Associates.

Weimer, M. (2013*). Learner-Centred Teaching*: *Five Key Changes to Practice*. Second edition. San Francisco, Jossey-Bass.

Wenden, A. L. (2002). Learner Development in Language Learning. *Applied Linguistics*, *23*(1), 32–55. https://doi.org/10.1093/applin/23.1.32

Wiggins, G. P. (1993). *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. Jossey-Bass.

Appendices

Appendix 1: Teachers' Questionnaire

      Dear fellow teachers,

This questionnaire is part of a research work. It aims at investigating the techniques you are using or have used to provide your pupils with feedback while teaching writing. You are kindly requested to contribute to this study, so please do answer the following questions.

I.   Background Information:

1. How long have you been teaching English?

…………………………………………..

2. What middle school levels are you teaching now?

……………………………………………

3. How would you consider your pupils' English writing ability:

Good, average, or below average?

……………………………………………………

II.   Teacher Feedback Practices in EFL Writing Classes:

4. In what stage of the writing process, do you offer pupils feedback: In the prewriting, the drafting, the revising or the post-writing stage?

…………………………………………………………..

5. What aspect of writing does your feedback mostly focus on: (a) Grammar and organization, (b) ideas and content, (c) vocabulary and word choice or (d) spelling and punctuation?

………………………………………………………………………….

6. What type of feedback do you provide them with: Explicit or implicit?

....

7. How do you address pupils writing errors:(a) correcting all the errors directly, (b) correcting only the most serious error, (c) no correction but indicating errors by underlining, circling or coding, (d) providing comments and cues etc.

……………………………………………………………………………….

8. Which of the two practices mostly defines your feedback practice: (a) teacher-driven feedback, (b) pupil peer-driven feedback?

9. Are you more teacher-centred or learner-centred in teaching?

....

10. What challenges have you faced in incorporating a learner-centred approach, if at all, into your teaching?

....

III.   Learners Preferences of Teacher and Peer Feedback :

11. Do you feel that your pupils are actively engaged in their learning?

....

12. Which type of feedback do your pupils respond to more: teacher feedback or peer feedback? And which one results in more learning?

…..………………………………………………………………………….

13. Has their preference something to do with their affective and personality traits? How?

…..………………………………………………………………………….

14. In what stage of the writing process, do you ask your students to share peer feedback, if at all: In the prewriting, the drafting, the revising or the post-writing stage?

…………………………………………………………..

IV.   The Implementation of Learners' Preferences in Improving their Writing Skill:

15. Do you think pupils read and use your feedback after you return assignment copies to them?

………………………………………………………………………………..

16. Do they take into consideration their peers' remarks during the afore-mentioned stages of

the writing process? And how do they make use of them?

....

17. Have you ever used a mixed feedback approach, based on both teacher and peer feedback?

If yes, for what purpose? And is it better than the either-or type of feedback provision?

....

Thank you very much for your cooperation!

Appendix2:Pupils' Questionnaire (English Version)

Dear pupils,

I kindly request you to answer the below questions, so please tick√ the choice that best describes your opinion to help me undertake my research on your feedback preferences.

I.   Background Information:

1. Gender: Male ☐   Female ☐

2. Which level are you at?

2nd year ☐   3rd year ☐   4th year ☐

3. How do you rate your English level?

Good ☐   average ☐   below average ☐

4. How do you rate your writing ability in English?

Good ☐   average ☐   below average ☐

5. Are you: shy ☐   or sociable? ☐

II.   Teacher's feedback:

6. During the writing process, do you often receive some feedback from your teacher?

Yes ☐   No ☐

7. In which writing stage do you receive feedback from your teacher?

A. Drafting ☐   **B**. Editing ☐   **C**. Final version ☐

8. How do you consider teacher feedback in your writing class?

A. I value and appreciate my teacher's feedback as it definitely helps my English writing. ☐

B. It makes me feel disappointed about myself, yet it probably helps to some extent. ☐

C. I am comfortable with it because making mistakes is a part of learning a language. ☐

D. I do not think teacher's feedback helps a lot. ☐

III. Peer feedback:

9. Do you receive any peer feedback during the writing activities?

A. Yes ☐   **B**. No ☐

10. If yes, whom do you prefer to use peer feedback with?

A. Your best friend ☐   **B.** Good pupils ☐   **C.** Other classmates ☐

11. Do you feel comfortable giving feedback to your peers?

A. Yes ☐   **B.** No ☐

12. Which of the following descriptions best represents your idea of using *peer feedback* in the English writing process?

A. It helps my writing because it provides other pupils' insights and I learn better from my classmates. ☐

B. I think it depends on whether or not the partner has more knowledge than I do. ☐

C. I do not think I can trust other pupils; after all we are all pupils, not teachers. ☐

D. I am not sure, but I'd like to try it. ☐

13. Do you consider peer feedback a reliable and credible tool to improve writing?

Yes ☐   No ☐

  IV.   **Learners' Preferences of Teacher vs. Peer Feedback :**

14. In general, which type of feedback do you prefer the most?

Teacher Feedback ☐   Peer Feedback ☐

15. Which one helps you learn better:

Teacher Feedback ☐   Peer Feedback ☐

16. Which type of feedback do you favour receiving at each writing stage?

	Teacher Feedback	Peer Feedback
A. At the prewriting stage	☐	☐
B. At the drafting stage	☐	☐
C. At the revising stage	☐	☐
D. At the post-writing stage	☐	☐

17. Whom do you prefer to be responsible for correcting the following aspects?

	Teacher	Peers
f. Grammar	☐	☐
g. Vocabulary	☐	☐
h. Spelling	☐	☐
i. Punctuation	☐	☐
j. Content and organisation	☐	☐

18. Which type of feedback do you follow for improving your writing?

A. Teacher feedback ☐   **B.** Peer feedback ☐   **C.** I like them both ☐

Thank you very much for your cooperation!

Appendix3: Pupils' Questionnaire (Arabic Version)

<div dir="rtl">

استبيان التلاميذ

أعزائي التلاميذ

اطلب منكم التكرم بالإجابة على الأسئلة المطروحة أدناه لمساعدتي في بحثي المتعلق بما تفضلونه عند تصحيح أخطائكم

المرتكبة عند الكتابة.

لذلك من فضلكم ضعوا علامة صحيح√أمام الاختيار الذي يعبر عن رأيكم.

I   معلومات أساسية:

1. الجنس: ذكر ☐   أنثى ☐

2. المستوى الدراسي: سنة ثانية متوسط ☐   سنة ثالثة متوسط ☐   سنة رابعة متوسط ☐

3. ما هو مستواك في اللغة الانجليزية :   جيد ☐   متوسط ☐   تحت الوسط ☐

4. كيف تقيم قدرتك في الكتابة باللغة الانجليزية :   جيدة ☐   متوسطة ☐   تحت الوسط ☐

5. هل أنت: انطوائي ☐   أو اجتماعي ☐

II   تصحيح الأستاذ:

6. هل تتلقى عادة تصحيح من الأستاذ خلال حصة الكتابة: نعم ☐   لا ☐

7. في أي مرحلة من الكتابة تتلقى التصحيح من قبل الأستاذ: المسودة الأولى ☐ التعديل ☐ التحرير ☐

8. كيف تعتبر تصحيح أستاذك في حصة الكتابة:

   ▪ أنا أقيم و اقدر تصحيح أستاذي لأنه يساعدني على تحسين كتابتي باللغة الانجليزية ☐

   ▪ انه يجعلني أشعر بخيبة أمل إلا أنه يساعدني قليلا ☐

   ▪ أنا أتقبله لأن ارتكاب الأخطاء جزء من تعلم اللغة ☐

   ▪ أنا لا أظن أن تصحيح الأستاذ يساعد كثيرا ☐

III   تصحيح الزميل:

9. هل تتلقى أي تصحيح من زملائك خلال حصة الكتابة: نعم ☐   لا ☐

10. إذا أجبت بنعم: ممّن تفضل تلقي التصحيح : صديقك المفضل ☐ التلاميذ الجيدون ☐ زملاء آخرين ☐

11. هل تكون مرتاحا عندما تصحح ما يكتبه زملاؤك: نعم ☐   لا ☐

12. أي من الجمل الآتية تعبر عن رأيك في استعمال تصحيح الزملاء عند الكتابة باللغة الانجليزية :

</div>

- إنه يحسن كتابتي عند تلقي آراء الزملاء و أتعلم أفضل من زملائي ☐

- هذا يعتمد على مدى تمكن زميلي من اللغة (أحسن مني أو لا) ☐

- لا أظن أنه بإمكاني الوثوق بالتلاميذ الآخرين ففي الأخير كلنا تلاميذ ولسنا أساتذة ☐

- لست متأكدا لكنني أود تجربة ذلك ☐

13. هل تعتبر أن تصحيح الزميل وسيلة موثوقة و معتمدة لتحسين الكتابة باللغة الانجليزية : نعم ☐   لا ☐

IV   تفضيلات التلاميذ حول تصحيح الأستاذ مقابل تصحيح الزملاء:

14. على العموم أي نوع من التصحيح تفضل أكثر: تصحيح الأستاذ ☐   تصحيح الزميل ☐

15. أي واحد منهما يساعدك على التعلم أكثر: تصحيح الأستاذ ☐   تصحيح الزميل ☐

16. أي نوع من التصحيح تفضل خلال كل مرحلة من المراحل الآتية:

تصحيح الأستاذ   تصحيح الزميل

- في مرحلة ما قبل الكتابة   ☐   ☐

- عند كتابة المسودة الأولى   ☐   ☐

- في مرحلة المراجعة   ☐   ☐

- بعد تحرير العمل النهائي   ☐   ☐

17. من تفضل أن يكون مسؤولا عن تصحيح الجوانب الآتية:

الأستاذ الزميل

- قواعد اللغة   ☐   ☐

- مفردات اللغة   ☐   ☐

- الأخطاء الإملائية   ☐   ☐

- علامات الترقيم   ☐   ☐

- المضمون و التنظيم   ☐   ☐

18. أي نوع من التصحيح تتبع لتحسين كتابتك باللغة الانجليزية: تصحيح الأستاذ ☐ تصحيح الزميل ☐ كلاهما ☐

شكرا جزيلا لتعاونكم

Résumé

L'enseignement centré sur l'apprenant est un aspect important du processus actuel d'enseignement-apprentissage de l'anglais langue étrangère, notamment dans l'enseignement de la compétence d'écriture. La correction des erreurs fournie pour améliorer une telle compétence est encore plus importante. La présente étude vise à examiner le type de pratiques des enseignants et les préférences des apprenants en matière de correction par l'enseignant et par pairs dans les classes d'écriture d'anglais langue étrangère. Dès le début, trois questions de recherche sont posées : (1) Quelle sont les types de pratiques des enseignants algériens d'anglais concernant la correction des erreurs par l'enseignant et celle par les pairs lors de l'enseignement de l'écriture? (2) Quelle sont les préférences des élèves concernant la correction des erreurs par l'enseignant et celle par les pairs? (3) Est-ce que l'approche des enseignants algériens d'anglais est centré sur l'apprenant ou bien sur l'enseignant? Afin d'atteindre notre objectif, des données ont été recueillies à l'aide de deux questionnaires. Le premier est distribué à 40 enseignants de l'école moyenne de différentes wilayas de l'est de l'Algérie, notamment pour déterminer leurs pratiques dans les classes d'écriture en anglais. Quant au deuxième questionnaire, il est rempli par 200 élèves de l'école moyenne répartis dans deux établissements à Mila. Les apprenants ont été principalement ciblés afin de mettre en évidence leurs préférences en matière de correction des erreurs par l'enseignant et par les pairs. En utilisant une méthode descriptive, l'analyse des résultats a révélé que malgré les enseignants prétendent utiliser l'enseignement centré sur l'apprenant, la correction par l'enseignant est encore plus fréquemment pratiquée que celle par pairs dans les classes d'écriture en anglais. Elle est également préférée par les élèves et considérée commeéétant plus utile. Cependant, lorsqu'ils ne sont pas contraints de choisir, les élèves ont exprimé leur intérêt pour les deux types de correction. Par conséquent, une approche mixte basée sur la correction par l'enseignant et par pairs est fortement recommandée comme

pratique efficace qui peut contribuer à l'amélioration des compétences en écriture des apprenants en anglais langue étrangère et qui peut tenir compte de leurs préférences en même temps. Autres recommandations sont également discutées.

Mots clés : l'anglais langue étrangère, l'enseignement centré sur l'apprenant, les préférences des apprenants, l'école moyenne, la correction des erreurs par les pairs, la correction des erreurs par l'enseignant, les pratiques des enseignants.

ملخص

يعد التركيز على المتعلم جانبًا مهمًا من العملية الحالية لتعليم وتعلم اللغة الإنجليزية كلغة أجنبية، خاصة عند تدريس مهارة الكتابة. يعتبر التصحيح (التغذية الراجعة/ feedback) المقدم لتحسين هذه المهارة أكثر أهمية. تحاول هذه الدراسة التحقيق في نوع ممارسات المعلمين وتفضيلات المتعلمين فيما يتعلق بتصحيح المعلمين والأقران في أقسام الكتابة باللغة الإنجليزية كلغة أجنبية. يسعى البحث لاكتشاف ممارسات المعلم المستخدمة لتحسين مهارات الكتابة الإنجليزية لتلاميذ المتوسطات الجزائرية بالإضافة إلى منهجهم التدريسي المدمج. بالإضافة إلى ذلك، يتم التحري أيضًا عن تفضيلات تلاميذ المتوسطات الجزائرية لكل من تصحيح المعلمين والأقران. لذلك قد أثيرت ثلاثة أسئلة خلال هذا البحث (1):ما هي ممارسات معلم الانجليزية كلغة أجنبية في المتوسطات الجزائرية المستخدمة فيما يتعلق بتصحيح المعلمين والأقران في أقسام الكتابة؟ (2) ما هي تفضيلات تلاميذ المتوسطات الجزائرية لكل من تصحيح المعلمين والأقران؟ و (3) هل المنهج المتبع عند تدريس مهارة الكتابة يركز على الأستاذ أو على التلميذ؟ من أجل تحقيق الاهداف المحددة، تم جمع البيانات من خلال استبيانين. تم تسليم الأول إلى 40 معلم في متوسطات مختلفة من ولايات الشرق الجزائري لتحديد ممارساتهم في قسم الكتابة باللغة الإنجليزية. أما الاستبيان الثاني فقد تم الإجابة عليه من قبل 200 تلميذ من متوسطتين بميلة. كان المتعلمون مستهدفين بشكل أساسي لتسليط الضوء على ما يفضلونه من تصحيح المعلمين والأقران. رغم أن الأساتذة اعقبوا أنهم يركزون على التلميذ إلا أن نتائج البحث كشفت أن التصحيح الذي يقدمه المعلم يتم استعماله أكثر من تصحيح الزملاء في أقسام الكتابة باللغة الإنجليزية. كما أن التلاميذ يفضلونه أكثر ويعتبرونه أكثر فائدة. ومع ذلك، عندما لا يضطر التلاميذ للاختيار، فقد عبروا عن اهتمامهم بكلا النوعين من التصحيحات. لذلك، يوصى بشدة بإتباع نهج مختلط يعتمد على ملاحظات المدرس والزملاء كممارسة فعالة تساهم في تحسين مهارات الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية وتأخذ في الاعتبار تفضيلاتهم في نفس الوقت.تتم مناقشة توصيات أخرى في الأخير.

كلمات مفتاحية: اللغة الإنجليزية كلغة أجنبية، التركيز على المتعلم، تفضيلات المتعلمين، المتوسطات، تصحيح الأقران، تصحيح الأستاذ، ممارسات الأستاذ.