

the writing skill at the faculty of Education, Benghazi university.



The influence of peer feedback on developing the writing skill at the faculty of Education, Benghazi university.

By

Rema Saleh Ibrahim Almzaini

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Abstract

This study investigate the impact of using peer feedback in developing the writing skill of the students and their attitude toward peer feedback in the process of writing .The sample of the study consists of 30 students of undergraduate writing course offered by English department ,in the academic year(2021,2022). Apr e-test and post-test .also a pre questionnaire and post questionnaire consisting of 15 statements follow a three points Likert scale .The results indicates that there is no differ between the pre and post questionnaire may be due to the level of the students, the time ,the proficiency of their teacher in presenting the ideas .

ملخص

هدفت الدراسة إلى معرفة أثر تقنية التغذية الراجعة من الاقتران في تحسين مهارات الكتابة باللغة الإنجليزية، وزيادة الاتجاهات الإيجابية لدى طلاب الجامعة، وقد تكوّنت الدراسة من 30 طالبة من الفصل الثالث والرابع لطلبة قسم اللغة الإنجليزية بكلية التربية جامعة بنغازي، واستخدمت في هذه الدراسة تدريبات معينة، وكذلك استبيانات قبلية وبعديّة ، وقد تم توزيع الاستبانة التي تتكون من 15 بنداً حول تقييم الاقتران، وقد بينت النتائج عدم وجود فروق ذات دلالة إحصائية بين الطرفين من خلال الاستبانة بالرغم من تفاعل الطلبة أثناء العمل على تحليل التدريبات. يُنصح بتطبيق العينة على مدار أوسع وتطبيقها في مختلف تطبيقات الكتابة.

Chapter One

Background Study

1.1. Introduction

Peer feedback is a technique offer an opportunity to improve the students writing; moreover, it plays a role in enhancing the students thinking to share their ideas with other students and makes them more confident to evaluate each other's writing and to achieve the goal of engaging students in problem solving activities.

According to Liu and Hansen (2002:75)"peer feedback is the use of learners as a source of information and interaction for each other in such a way that assume roles and responsibilities normally taken on by formally trained teacher, tutor, or editor in commenting on critiquing each other's drafts in both written and oral format in the process of writing".

Thus, peer feedback emphasizes on moving the learning process from teacher centered approach in teaching and learning.

Hansen and Liu (2005:1) stated that "peer feedback is the use of the source information, and interaction between each other".

In conclusion, peer feedback is an important technique in enhancing the students attitude toward the writing process.

1.2. Aim

The objective of the study was to investigate the impact of feedback on students writing skill.

1.3. Research questions

- 1.what is the impact of feedback on the writing of the students?
- 2.towhat extent does the engaging of students in peer feedback improve their writing performance?

1.4. Significance

Peer feedback helps both teachers and students.

This research will help the students to give and receive comments about their writing, also it could be used by the teachers to enhance their understanding about using this technique in the classes.

1.5. Hypothesis

Since second language learning theories emphasized on the interaction as a mean of communication among students so, the researcher focused on the role of feedback in English language writing classes to improve their writing skill by reading and commenting on each other's writing, so there is a need to investigate the impact of using

this technique in English language writing and investigate student's attitude toward this process.

1.6. Methodology

The main purpose of the study is to assess the impact of peer feedback on the writing of students at the faculty of Education, Benghazi university. In order to address the intended research questions, quasi experimental research design was employed. The participants of the study are 30 students and one teacher. the researcher used two tools questionnaire and document analysis with both teachers and students to provide clear data for given problem.

1.7. Scope and limitation of the study

The research is limited to the fourth and fifth semester over a period of two months. The sample of the study consisted of 30 students at the faculty of education Benghazi university, they were taught by the same instructor.

Chapter Two Literature Review

2.1. Related Studies

This section of the research presents the previous studies that have been conducted in the field of writing.

Al farah , M (2012) studied students attitude towards peer feedback in process writing classes in addition to assessing the effectiveness of this teaching technique ,the sample of the study consisted of 105 male and female students from five sections of under graduated writing course offered by English department at Hebron university .A pretest and posttest as well as pre questionnaire and post questionnaire consisting of twenty statement follow a five point likers scale ,the results viewed peer feedback as worthwhile experience ,it offered opportunity for social interaction ,also improved students writing ability .furthermore the technique enhanced the students critical thinking ,confidence ,creativity and motivation

Al jamal (2009) examined the impact of peer feedback on improving writing skills and building positive attitudes among English language learners .she found that the participant have benefited from the training of peer response .also she noticed some difference in the revision behavior among males and females in the quality and quantity between the two groups ,she concluded that this technique affected the participant attitudes positively and enhancing their writing .

Tang and Tithecott(1999)explored the value of peer feedback in English as a second language writing classes on 12 international students from Asia ,to investigate their perception if changed over time. Finding revealed that the students give positive comments about peer feedback and become more positive as the semester progressed.

2.2 What is the peer feedback

Many terms are used to refer to the peer feedback such as peer review and peer response ,but all of these names contribute to the same idea of offering an evaluation the work of each other

According to Liu and Hansen(2002:75)"the use of learners as a sources of information and interactions for each other in such a way that learners assume roles and responsibilities normally taken on by formally trained teacher, tutor ,or editor in commenting on and critiquing each other's draft in both oral and written formats in the process of writing."

Peer feedback helps learners to engage in the learning process and share their ideas in improving a piece of writing.

Peerfeedback is refered to by names ,for example ,peer response ,peer editing, and peer evaluation.

2.3. The benefits of peer feedback

Peer feedback has been advocated in several studies for anumber of benefits cited in (Rahimah 2020:17)

1-peer feedback encourages students to participate in classroom activity and make them less teacher dependent

2-it helps to increase the learners confidence ,

According to Ferris (2003:70) peer feedbackhelp students to gain confidence ,critical thinking skills,also it helps to build asence of classroomcommunity.

Chapter Three

Data Collection and Analysis

3.1. Introduction

The main purpose of this study is to assess the impact of peer feedback on the students writing at the faculty of education Benghazi university, in order to assess the intended research questions, quasi experimental research design was used, Thus, implementing research which employed document analysis and a pre and post questionnaire to collect and analyze data naturalistically with the identified problems.

3.2. Data Collection

The subjects of this study consists of two undergraduate classrooms 4th and 5th semesters at the faculty of education of Benghazi university with 30 students.

In this study, the researcher uses different data gathering instruments document analysis, and questionnaire. The samples are a separate writing tasks assigned by the researcher. The topic of the writing tasks is about topics was chosen by the students.

3.3. Research instrument

Classroom activities, also pre and post questionnaire. At the beginning and at the middle of the semester by the same students, the aim of the pretest is to make the

students write about specific topic to make sure that they have the same level, the same test was used as post test to see if there is a differ after the peer feedback process

3.3.1 The questionnaire

The questionnaire see (appendix) consisted of 15 statements with three point Likert scale (agree, neutral, disagree) cited in al farah (2012) and analysed by using SPSS

This questionnaire was distributed through autumn (2021-2022). the questionnaire distributed at the beginning and at the middle of the semester. This questionnaire was used to elicit the effect of peer feedback on improving the students writing skill.

The aim of the pre questionnaire to see the students attitude toward this technique ,and the aim of the post questionnaire to see if there is astatically significant difference in the attitude of the students after the peer feedback process.

3.3.2 Procedure

The students were encouraged to write paragraphs and essays every week and they asked to give a feedback on each other paragraphs and essays. The students were asked to check the writing of each other. the writing was about different topics chosen by the students by the end of the process, the students exchange their assignments and they were asked to comment on each other writing, they revise, organize and review their writing.

3.3.3. Realiabilty of the questionnaire

A T test was carried out to ensure the students have the same attitude toward peer feedback the study shows similar results to Ruegg(2015) who found that peer feedback produced no improvement in students writing self-efficacy and even showed decrease in grammar self-efficiency ,training students in how to give good peer feedback may need to obtain motivational benefits, in contrast to Ferris (1995) confirms the idea that the students can benefit from the idea of peer feedback and learning from each other

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre	2.4022	30	.27598	.05039
post	2.5167	30	.30460	.05561

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pre & post	30	-.051	.788

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre - post	-.11444	.42138	.07693	-.27179	.04290	-1.488	29	.148

The table above shows no significance difference between the groups revealed through the pre and post questionnaire. See appendix A.

In contrast with others, some researchers found that peer comments produce few benefits, also, some studies questioned the validity of peers comments Zhang (1995) found that nearly 94 % of the participants indicated preferences for the teacher feedback over the peer feedback

Also Ching (1991) questioned whether the students are able of presenting a good quality of their feedback similar to this presented by the teachers, also Hong (2006: 49) investigated the perception of 22 advanced English major students over peer response the finding revealed that the participants have a very negative response

however it contrast with AL jamal 2009 whose students reported that peer feedback helped them to improve their writing skill and gave them more ideas

Moghahed (2009) who reported a significant difference between the experimental and control group

3.4 Document analysis

In this part, the data was gathered through classroom activities. Some of these activities are prepared by the researcher. In these activities students are requested to write about different topics. The majority of students write essays and some of them write paragraphs. The time assigned for the task is two hours.

3.4.1 Evaluation Protocol

Having conducted the task and collected papers of the expository essay and paragraph classes, The evaluation was conducted depending on the students participation on correcting each other's work to show their motivation and their attitude in accepting working together and commenting on each other's work, all the students were encouraged to correct their mistakes and making comments on their writing.

See sample (1).

Chapter Four

Conclusion and Recommendations

4.1. Conclusion

This study showed that the participants in this study show no significance difference in their performance in the pre and the post questionnaire

The results of this study indicated negative effect of the use of peer feedback in writing classes to enhance their motivation to write effectively. To sum up through this study peer feedback has no effect on improving the students' writing ability, due to the level of the students also their teachers' performance proficiency

4.2. Recommendation

- 1-students should encourage to share their ideas and enhance their writing skill.
- 2-students should be given enough time to get feedback to evaluate their writing better.
- 3-feedback need more investigation to understand the issue of peer feedback in teaching writing.
- 4-teachers should be well trained to implement the peer feedback technique in the classrooms.

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