The Impact of Combined Teacher-Peer Feedback on EFL Students' Writing Performance: A Case Study at the Higher Education College for Teachers, Assia Djebbar – Constantine

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Abstract:

Composing in English for English as Foreign Language (EFL) learners requires significant effort, making feedback essential for their success in writing. This study investigates the effectiveness of combining teacher and peer feedback on Third Year students' writing performance at the Department of English, Ecole Normale Supérieure of Constantine - Assia Djebar. It aims to show that using combined teacher-peer feedback, instead of teacher feedback alone, can enhance learners' writing abilities. The research employed a classroom intervention through an experiment with pre-test and post-test phases, involving an experimental and a control group. Cohen's d Effect Size Measure (1988) was used to compare the global score means of both groups. The results revealed a substantial effect, highlighting significant improvement in the experimental group's writing. These findings confirm that combining teacher and peer feedback is an effective approach to improving EFL learners' writing skills, providing a meaningful impact on their overall performance.

Keywords:

EFL writing; Peer feedback; Teacher feedback; Combined Teacher-Peer Feedback

الملخص

إن إنتاج نصوص باللغة الإنجليزية لمتعلمي اللغة الإنجليزية كلغة أجنبية أو ثانية تتطلب جهدًا كبيرًا. لذلك، فإن تقديم الملاحظات أمر بالغ الأهمية لمساعدة هؤلاء المتعلمين على تطوير مهاراتهم الكتابية. تهدف الدراسة الحالية إلى استكشاف وفحص فعالية طريقة التغذية الراجعة التي تجمع بين ملاحظات المعلم والأقران على أداء الكتابة لطلاب السنة الثالثة في قسم اللغة الإنجليزية، المدرسة العليا للأساتذة في قسنطينة - آسيا جبار. وتسعى إلى إثبات أن تزويد المتعلمين بملاحظات مشتركة من المعلم والأقران، بدلاً من ملاحظات المعلم وحدها، قد يؤدي بهم إلى تحسين قدراتهم على الكتابة. استخدم الباحث دراسة استكشافية تتضمن تجربة اعتمد فيها على اختبارًا أوليًا واختبارًا لاحقًا تم إجراؤه مع مجموعة تجريبية وأخرى ضابطة للوصول إلى الأهداف المحددة. بالإضافة إلى ذلك، تم استخدام مقياس حجم تأثير كوهين (1988) لمقارنة متوسطات الدرجات الإجمالية لكلا المجموعتين. وقد كشفت عن تأثير كبير وأشارت إلى وجود فرق كبير في التحسن. وأظهرت النتائج أن العلاج كان له تأثير إيجابي وذو مغزى على كفاءة المجموعة التجريبية في الكتابة. وهذا يعني أن الجمع بين الملاحظات المشتركة للمعلم والأقران يعد أسلوبًا فعالًا لتعزيز مهارات الكتابة لدى المتعلمين.

الكلمات المفتاحية الكتابة باللغة الإنجليزية كلغة أجنبية التغذية الراجعة من الأقران التغذية الراجعة من المعلم التغذية الراجعة المشتركة من المعلم والأقران

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1. INTRODUCTION

Writing for EFL learners is a task that is not easily performed. It is rather perceived as a demanding activity, for it necessitates some knowledge about certain areas of the English language itself. In addition, to appropriately convey ideas and meaning, learners should possess some linguistic and communicative competencies (Hyland, 2003, as cited in Hyland & Hyland, 2006). According to Vygotsky's (1978) sociocultural theory, feedback acts as a facilitating tool that enables students to write successfully, especially

when they struggle to complete the writing task independently. As a result, students can improve the quality of their writing when receiving criticism and suggestions (Liu, 2008, as cited in Nguyen). Providing feedback to students can take various forms, including self-assessment, written comments, teacher-student conferencing, or peer discussions (Hyland & Hyland, 2006). Rollison (2005, as cited in Nguyen, 2017) argued that using peer revision alongside instructor evaluation in a writing session enables learners to diagnose their flaws and detect their peers' areas of deficiency, fostering better learning. This paper examines the efficacy of combining teacher and learner feedback to improve students' writing performance at the Ecole Normale Supérieure of Constantine-Assia Djebbar.

2. Review of the Literature

This literature review explores writing as a fundamental skill and feedback as a key component to achieving successfully written essays.

2.1. Writing

2.1.1. Definition of Writing

According to Myles (2002), writing is a process through which the individual generates meaning after successfully arranging his thoughts and transforming them into written production. Correspondingly, Hayes (1996) pointed, "writing is a cognitive process that involves multiple components, including planning, translating ideas into text, and reviewing" (p.2).

2.1.2. Importance of Writing in Language Learning

Teaching and learning writing require time and effort from both the teacher and the learner, as writing is a multi-faceted skill essential for language development (Harmer, 2015). Writing serves as a fundamental tool for thinking and language development. Bjork and Raisanen (1997, as cited in Javid & Umer, 2014) emphasized its importance across university curricula, not only as a practical skill but also as a means of fostering critical thinking and learning across disciplines.

Writing is also a crucial tool for generating and strengthening language skills, and facilitating communication between writers and readers (Mohammad & Hazarika, 2016). However, it remains a significant challenge for EFL learners, requiring considerable effort and proficiency. In other

words, writing, as a foundational skill in almost all teaching and learning curricula, enhances learners' language, thinking, and communication, acting as a key learning tool across disciplines.

2.2. Feedback

Researchers do not perceive feedback in the same way as they link it to different aspects of writing. This variation led to the identification of many types of evaluation, each of which can influence students' writing in various ways.

2.2.1. Definition of Feedback

Despite general agreement on the role of feedback in language learning, researchers differ in their definitions. Ur (1996) defines feedback as "information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance" (p. 242). Similarly, Tang and Harrison (2011) describe it as a "response to an action, and, more precisely, as information given regarding how well a task has been carried out" (p. 583).

2.2.2. Importance of Feedback

Feedback plays a crucial role in the learning process, particularly in teaching writing skills in the EFL classroom (Shen & Chong, 2022). Research has demonstrated the effectiveness of different forms of assessment in enhancing students' writing abilities (Deng et al. 2022). However, some studies question the long-term impact of feedback (Truscott & Hsu, 2008 ; as cited in Karim & Nassaji, 2019). While feedback does not always lead to immediate improvement, it remains a valuable tool for evaluating students' performance and comprehension (Lee, 2017). Additionally, Kim and Emeliyanova (2021) emphasize that feedback helps learners expand their linguistic knowledge, contributing to the development of their writing skills.

2.2.3. Types of Feedback

Different types of feedback have been used in research to measure their respective effect on learners' writing performance.

2.2.3.1. Teacher Feedback

The most frequently used method to help learners make use of newly assimilated material is teacher feedback (Borup et al., 2015). It is believed that students' writing quality is enhanced through educators' comments and corrections. The way students engage in the writing task, perceive feedback, and revise their work largely depends on how teachers structure their writing classroom and the type of feedback they provide. Research has shown that after receiving teacher feedback, students were able to revise and improve their written work (Hyland & Hyland, 2006). Similarly, it has been demonstrated that extended, text-specific teacher criticism allows students to make meaningful revisions to their writing (Ferris et al. 1997).

Makino (1993) discovered that learners' capacity to self-correct their grammatical errors can be developed by precise hints rather than direct corrections from instructors. Additionally, Kazemi et al. (2018) found that teacher remarks and suggestions were more valued by learners than peer feedback. However, some drawbacks have been associated with teacher feedback in ESL writing. It has been criticized for its tendency to focus predominantly on language errors, leading to repetitive and sometimes confusing comments (Nguyen, 2017). Furthermore, some researchers argue that well-formulated and precise teacher feedback does not necessarily result in long-term improvement in students' writing (Nguyen, 2017).

2.2.3.2. Peer Feedback

A variety of research inquiries have highlighted the importance of peer feedback in the educational setting (Paulus, 1999). White and Caminero (1995) argued that when learners provide their peers with feedback, they positively affect each other. Similarly, Hansen and Liu (2005) reported that peer feedback contributes to improving learners' written performance.

Furthermore, Mendonca and Johnson (1994 ,as cited in Demirel & Enginarlar, 2016) revealed that a significant portion of the modifications in students' written work was influenced by comments received from their peers. Villamil and de Guerrero (1998, as cited in Paulus, 1999) found that when revising their work, ESL students considered some of the points discussed during peer feedback sessions. Additionally, collaborative peer feedback allows learners to engage in the writing process and identify their strengths.

Nelson and Murphy (1993, as cited in Paulus, 1999) discovered that the effectiveness of peer feedback largely depends on group cooperation, leading students to willingly apply their peers' corrections and comments in later versions of their written works. However, ineffective classroom work may result if students display defensiveness, resistance, and distrust toward peer criticism or if they seek to avoid disagreement (Carson & Nelson, 1996, as cited in Paulus, 1999).

The peer assessment task is intricate and necessitates organization and well-structured training in both first language (L1) and second language (L2) contexts. Research on the success of peer review confirms that its implementation significantly shapes its outcomes (Min, 2006, as cited in Nguyen, 2017)

Despite the benefits of peer feedback in simplifying writing in a second or foreign language, teacher feedback remains the most valued type of feedback for learners due to challenges such as implementation time, the instructor's role, and students' differences (Rollison, 2005).

2.2.3.3. Combined Teacher-Peer Feedback

Combined teacher-peer feedback is a relatively recent approach that remains underutilized in EFL writing classrooms due to concerns about the effectiveness of peer review. However, research has shown that students generally respond positively to the integration of peer feedback alongside teacher feedback, as it provides them with diverse perspectives that contribute to the development of their writing skills (Maarof et al., 2011). Rather than being opposing methods, teacher and peer feedback can complement one another, enhancing the overall feedback process (Paulus, 1999). Recent studies further support the effectiveness of this integrated approach, demonstrating that students are receptive to its implementation in L2 writing classes (Demirel & Enginarlar, 2016).

This study explores the impact of combining teacher and peer feedback on students' writing performance at the Ecole Normale Supérieure of Constantine-Assia Djebbar (ENSC). Given the necessity of improving writing proficiency among ENSC students and the potential advantages of

peer feedback, this research investigates a structured approach that systematically incorporates both feedback types. By ensuring that peer feedback is used in a deliberate and organized manner rather than sporadically, the study evaluates a collaborative feedback model in which teachers and students work together to address key aspects of writing improvement.

3. The Study

To investigate whether the implementation of the combined teacher-peer feedback (CTPF) method improves the learners' writing skills, we addressed the following research question:

> Does the use of the CTPF model result in a statistically significant difference in ENSC Third Year EFL learners' writing quality?

Based on this research question, the following hypothesis was formulated:

> The use of the CTPF model would result in a statistically significant difference in writing quality among ENSC Third Year EFL learners when compared to a control group.

3.1. Setting and Participants

The investigation was conducted in the Department of English at the ENSC during the academic year 2022-2023. A convenience sampling method was adopted to select the participants in the study. The sample consisted of two groups of third-year undergraduate students of mixed English proficiency levels, including 24 participants in each, enrolled in a two-semester compulsory writing course of four and half contact hours per week. This course, to be completed by the end of the academic year, is meant to enhance the students' writing skills. After the third year, students are not required to take additional writing courses in their fourth and fifth years because the Writing module is mandatory during the first three years of instruction only.

3.2. Method and Instrumentation

In this section, the methodology employed in the study is utilized in addition to the instrumentation used.

3.2.1. Procedure

The current study was carried out over eight weeks. Before the experiment, the students of both the experimental and control groups were pre-tested through a five-paragraph essay writing completed inside the classroom. Immediately after the pre-test, during four successive writing sessions, the experimental group participated in peer feedback training to ensure the provision of effective and accurate feedback. Throughout the treatment period, the experimental group engaged in interactive sessions where they collaboratively assessed and provided feedback on their peers' work, along with receiving feedback from the teacher, whereas the control group received only teacher corrective feedback. The feedback was provided through comments written on separate sheets to ensure organization and clarity as well as the use of correction symbols, which highlighted the most repeated and serious errors committed by the learners. At the end of the experiment, the participants received the post-test writing assignment, which was accomplished under similar pre-test conditions in the written expression session.

3.2.2. Data Collection

During the training sessions, the experimental group members received correction symbol sheets together with a peer-review form adapted from Oshima and Hogue (2006) to permit an accurate feedback provision concerning content, form and organisation in the treatment period. The pre-test and post-test essays were evaluated and scored by the researcher. When evaluating the essays, a hybrid scoring method combining both the analytical and holistic approaches was utilized. A holistic scoring approach that was fundamentally based on a comprehensive impression of the overall quality of each essay was employed. While assigning a single global score, several critical elements that contribute to effective writing were taken into consideration, such as the clarity of the thesis statement, the topic sentences of the paragraphs, unity and coherence in the development of the essay including the use of transition signals, paraphrasing and summarizing in the conclusion, in addition to grammar and mechanics. Integrating these specific criteria into the learners' essays assessment led to weigh the quality of the

essays comprehensively. However, rather than allocating individual scores to each criterion, observations were synthesized into a single global score that reflected the overall effectiveness of the essay. This approach allowed for a balanced assessment that recognized both the individual components and the holistic nature of writing.

3.3. Analysis of the Results

After the statistical description of the collected data from the pre-test and the post-test of essay writing (the study's dependent variable), the means were compared. When a hypothesis cannot be confirmed just by comparing means, mainly if the difference is not large, a quantitative analysis is then approached. We used the Effect Size Measure, Cohen's d value (1988), to show the results' validity and reinforce the drawn conclusions.

3.3.1. Pre-Test Descriptive Statistics

Table n°01, below, displays the results obtained from the pre-test of both the experimental and the control groups. Obvious differences are noticed between the Mean, SD, Median, range, Min, and Max scores, and the most important one is the control group's mean that is bigger than the experimental group's one.

Table n°01: Control and Experimental Group Pre-test Descriptive Statistics

	Experimental Group Results	Control Group Results
Mean	12.32	11.68
Median	12.25	12
Mode	12	12
Minimum	10	09
Maximum	14.50	14
Range	4.50	05
Standard Deviation	1.016	1.421

By comparing the two groups' scores displayed in table 1, we notice that the control group's average pre-test score is a little higher at 12.32, while the experimental group's is 11.68. This means that the control group has a higher baseline level of writing ability than the experimental group prior to

receiving the treatment. Both groups have similar middle scores (medians) close to their averages. Both groups have the same mode indicating that a significant number of students achieved the score of 12. This suggests a common level of performance among some students. The control group's scores are more tightly packed, with a narrower range of 4.5, than the experimental group's range of 5, implying a wider disparity in writing abilities among its students. The control group's scores also show slightly less variation (a standard deviation of 1.016) compared to the experimental group (1.421). Overall, both groups pre-test scores are quite balanced around their averages, but the control group's scores seem somehow more consistent and packed together compared to the experimental group's statistics.

Figure n°01 highlights the main differences between the descriptive statistics of the experimental group and the descriptive statistics of the control group obtained before the experiment was conducted.

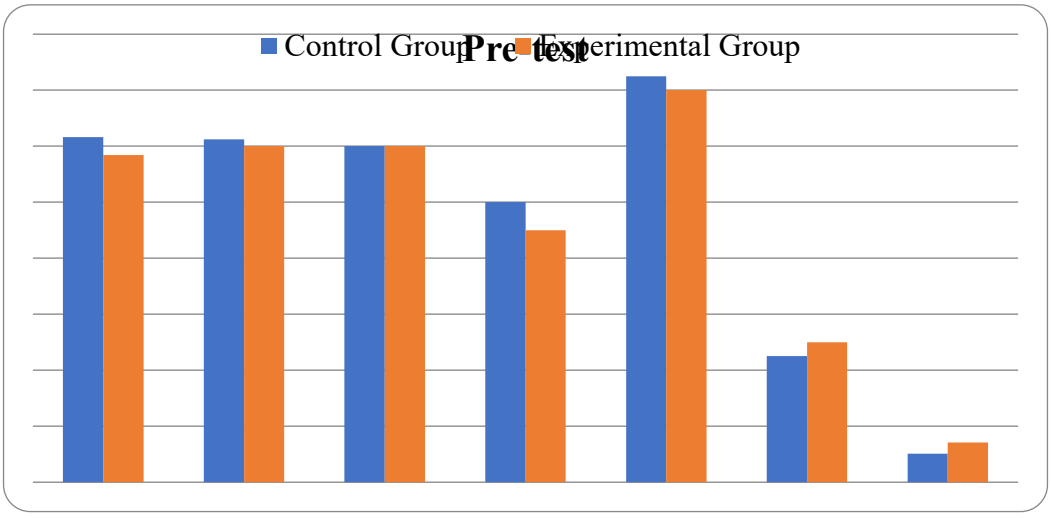


Figure n°01: Comparison of Experimental and Control Groups Pre-test Scores

Based on the pre-test obtained results, there are statistically no significant differences between the control and experimental groups, but the control group slightly outperforms the experimental group (mean difference is 0.72). That is to say, the control group members participated in the experiment with more consistent writing skills. In addition, the results reveal

less variability in writing abilities within the control group, whereas the experimental group exhibits more diversity in performance levels.

3.3.2. Post-Test Descriptive Statistics

Table n°02, below, displays the statistics obtained from the post-test of both the experimental and the control groups. Many differences are noticed between the Mean, SD, Median, range, Min, and Max scores.

Table n° 02: Experimental and Control Group Post-Test Results

	Control Group Results	Experimental Group Results
Mean	12.8	13.84
Median	12.75	13.75
Mode	No clear mode	No clear mode
Minimum	8	11
Maximum	15.5	15.75
Range	7.5	4.75
Standard Deviation	1.679	1.282

The table above shows that the experimental group's mean post-test score (13.84) is slightly higher than the control group's (12.8), suggesting a more favourable effect of the intervention on the writing skills of the experimental group. The median scores show that the central tendency of the experimental group's scores is higher than that of the control group. This reinforces the idea that more students in the experimental group scored above this midpoint compared to those in the control group and indicate a more consistent improvement. Neither group has a clear mode which suggests variability in individual scores and reveals that there is not a common score achieved by most students in either group. The distributions of both groups seem relatively uniform and balanced around their means. The minimum and maximum scores display that the control group's minimum score is lower than that of the experimental group. This demonstrates that some students in the control group were still struggling significantly compared to their peers, while all students in the experimental group scored above a certain threshold. The experimental group post-test scores had a narrower range (4.75)

compared to the control group (7.5), implying probably more consistent outcomes in the experimental group. The standard deviation of the experimental group post-test scores (1.282) was slightly lower than that of the control group (1.679). In summary, the experimental group's post-test scores reveal a slightly higher mean and slightly lower variability compared to the control group. These differences indicate a positive impact of the intervention in the experimental group.

Figure n°02 reveals the main differences between the descriptive statistics of the experimental group and the descriptive statistics of the control group obtained after the intervention.

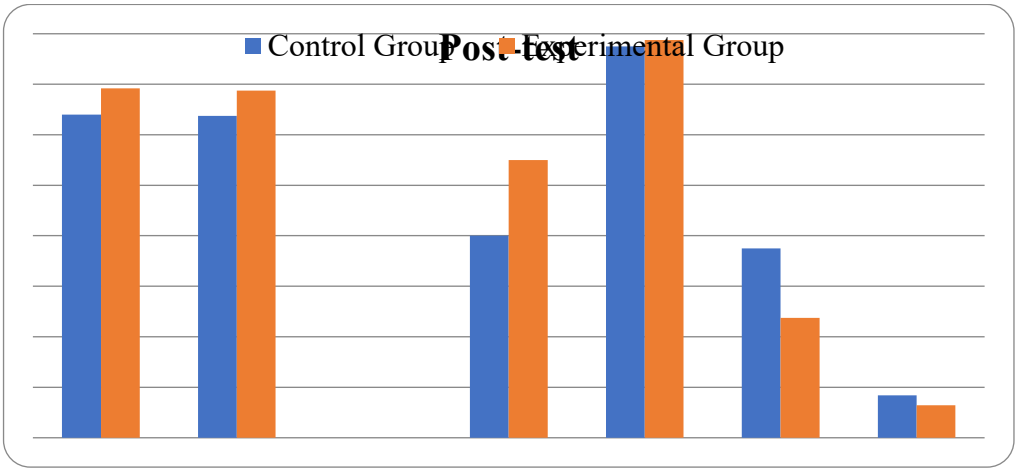


Figure n° 02. Comparison of Experimental and Control Groups Post-test Scores

The differences obtained from the comparison of the post-test scores between the experimental and the control group show that the combined teacher-peer feedback method played a significant role in enhancing students' writing skill and in decreasing variability in performance within the experimental group.

To understand how the treatment affected participants' writing quality, it was necessary to use the Effect Size Measure, Cohen's d test. This test helped us figure out if there was a statistically significant difference between the groups.

Effect Size

To determine the magnitude of the difference in improvement between the groups, we can calculate an effect size measure such as Cohen's d. This is calculated by taking the difference between the two group means and dividing by the pooled standard deviation. Cohen's d = (Experimental group mean – Control group mean) / Pooled standard deviation. Pooled SD= √ [SD_control ^2 + SD_experimental^2) / 2] +
= √ [(1.679^2 + 1.282^2) / 2] 2.8190+1.643=
= √ (2.822 / 2)
= √1.411
=1.188d = (13.84 – 12.80) / 1.188
= 1.04 / 1.188
=0.875

The calculated Cohen's d value of 0.875 refers to a large effect size. According to Cohen's guidelines, an effect size of 0.8 or greater suggests that the difference in improvement between the experimental and control groups is substantial and can be easily observed. In our context, this implies that students who received combined teacher-peer feedback showed significant improvement in their writing skill compared to those who did not receive this intervention.

To recapitulate, the pre-test/post-test descriptive statistics and the effect size analysis indicate that the intervention resulted in an improvement in students' writing abilities and writing quality. This aligns with the findings of Hansen and Liu (2005), asserting that students when engaging in peer review, they get involved in their own writing progress. This addresses the three research questions posed at the outset. There was a noticeable increase in essay scores from the pre-test to the post-test for the experimental group members as confirmed by Demirel and Enginarlar (2016). By taking into account the experimental group's low baseline level, the researcher infers that the treatment did not provoke any kind of disadvantage, but rather, successfully led to an overall progress because, probably, students were sufficiently trained to peer review their classmates work and clearly

understood the peer revision activity (Rollison, 2005 as cited in Nguyen 2017).

4. Conclusion

This paper describes an eight-week experimental study carried out with Third Year EFL students at the ENSC using a combined model of feedback provision. Findings revealed that the incorporation of peer feedback along with teacher feedback as a key component in the writing classroom positively affected students' writing skill leading to better quality and higher scores. Even though the combined teacher-peer feedback is time-consuming, it yielded fruitful results with EFL students at the Department of English, ENSC.

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