

The Effects of using Peer and Teacher Feedback into Saudi Writing Context

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ABSTRACT

This paper aims to investigate the efficacy of two commonly used techniques of feedback in teaching writing: teachers' feedback and peers' feedback in the Saudi educational context. The study was comprised of 132 Saudi EFL students enrolled at the Department of English in the University of Hai'l. The data collection was carried out through a questionnaire. The collected data were computed and analysed via descriptive statistics, t-test, and one-way repeated measure ANOVA. The results revealed that feedback was helpful to students and important for teachers because it gives them the opportunity to diagnose and assess the problematic issues in learners' writing. The results also showed that most of the students regarded feedback as the teacher's responsibility. This study recommended investigating peers' feedback in depth and studying other factors that affect Saudi students' peer feedback such as social factors and combining teacher feedback and peer feedback in the same context. In addition, training students is an important issue; if students are properly trained to use peer feedback, the benefits could be very significant. It recommends that education policy makers and ESL writing teachers in Saudi Arabia should do more effort to introduce peer session to all ESL writing classes.

Keywords: Peer feedback, teacher feedback, writing

1. INTRODUCTION

Writing has been described as a complex process for the L1 learner, not to mention ESL writers who struggle with their linguistic problems. Difficulties with writing are not specific to Saudi university-level ESL students. From our personal experience as teachers in Saudi Arabia, we have noticed that writing is indeed a problematic area for most students,