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**Preparing Learners at the Age of Technology with New Competencies and Skills
in Teaching Foreign Languages**

قسم اللغة الإنجليزية - معهد الآداب واللغات

المركز الجامعي مغنيّة - الجزائر

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قواعد النّشر في المجلّة

تُرَجَّب مجلّة "إحالات" بنشر البحوث الأكاديمية الرّصينة في اللّغة والأدب والنّقد، باللّغة العربيّة والإنجليزيّة والفرنسيّة والإسبانيّة، مع الالتزام بقواعد النّشر الآتية:

1. ألا يكون البحث قد سبق نشره، أو قُدِّم للنشر في مجلّة أو أيّ شكل من أشكال النّشر الأخرى.
2. ألا يتجاوز عدد صفحات البحث 30 صفحة.
3. أن يُرَفَّق البحث المكتوب باللّغة العربيّة بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغتين العربيّة والإنجليزيّة. وأن يُرَفَّق البحث المكتوب بإحدى اللّغات الأجنبيّة (الإنجليزيّة أو الفرنسيّة أو الإسبانيّة) بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغة الإنجليزيّة.
4. أن يُكْتَب البحث باللّغة العربيّة بخطّ Sakkal Majalla قياس 16 في المتن و12 في الهامش، والبحث باللّغتين الإنجليزيّة والفرنسيّة بخطّ Times new roman قياس 12 في المتن و10 في الهامش.
5. أن تُفرد للأشكال والجداول والصّور والرّسومات صفحات خاصّة داخل البحث نفسه.
6. أن تُكْتَب الهوامش في آخر البحث آليًا.
7. أن يُراعى في كتابة الهوامش ترتيبُ البيانات، كما يلي: اسم المؤلّف ولقبه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة، ورقم الصّفحة.
8. أن يُخْتتم البحث بقائمة للمصادر والمراجع المعتمّدة.
9. أن يُراعى في كتابة قائمة المصادر والمراجع ترتيبُ البيانات، كما يلي: لقب المؤلّف واسمه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة.
10. أن يلتزم المؤلّف بإجراء التّعديلات التي يطلبها المراجعون في أجل أقصاه (15) يومًا.
11. أن يلتزم المؤلّف بإدراج المراجع في المنصّة الجزائرية للمجلّات العلميّة وإمضاء التّعهد في أجل أقصاه (07) أيّام، وذلك بعد قبول المقال للنّشر.

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افتتاحية العدد

أثر فريق تحرير مجلة "إحالات" أفراد عدد خاص لأعمال الملتقى الوطني الأول الموسوم "Preparing Learners at the Age of Technology with New Competencies and Skills in Teaching Foreign Languages"، والذي أشرف على تنظيمه قسم اللغة الإنجليزية، بمعهد الآداب واللغات، بالمركز الجامعي مغنية، يومي 01 و02 ديسمبر 2021. وقد جاء تخصيص هذا العدد لأعمال الملتقى، الذي ترأسته الدكتورة حنان رباحي؛ عضو هيئة التدريس بقسم اللغة الإنجليزية وعضو فريق تحرير المجلة، تقديراً لجهود الباحثين الذين قدموا جملة من المداخلات المحكّمة والمُحكّمة حول إعداد المتعلّمين بكفاءات ومهارات جديدة لتدريس اللغات الأجنبية في عصر التكنولوجيا، وتثميناً لدراساتهم الرّصينة التي تستأهل النشر بين دفتي مثل هذا المؤلف الدّوري، ابتغاء إشاعة الفائدة العلميّة بين المشتغلين والمهتمين بتعليميّة اللغات الأجنبية من جهة، وحتى لا تنصرم رؤاهم المعرفيّة وخلصات أبحاثهم العلميّة بانصرام زمن المداخلة أو أجل الملتقى من جهة أخرى.

ويُجيدّ فريق تحرير مجلة "إحالات"، بهذه المناسبة، ترحيبه بنشر الأبحاث المقدّمة في الملتقيات العلميّة بشكل حضوريّ أو عن بعدٍ، في أعداد خاصّة، في صيغة ورقية، وأخرى إلكترونية على مستوى المنصّة الجزائرية للمجلات العلميّة التي تتيح لرؤساء التحرير، بالتنسيق مع المحرّرين المساعدين، إمكانية إنشاء مثل هذه الأعداد الخاصّة المفردة لأعمال المؤتمرات والندوات والأيام الدّراسية العلميّة أو الاستكتابات الجماعيّة في موضوع بعينه. كما يتقدّم فريق تحرير المجلة بجزيل شكره وعظيم امتنانه للدكتورة حنان رباحي، لتحملها مشقّة مُراجعة المقالات من الناحية الشّكلية مُراعاةً لقالب المجلة وقواعد النّشر فيها، وتجشّمها كبد مُتأبعة المراحل التي يمرّ بها تقديم المقال في المنصّة الجزائرية للمجلات العلميّة إلى غاية نشره، ويتمنّى لها التّوفيق والسّداد في مهامها البيداغوجيّة والعلميّة.

والله نسأل الإخلاص في النّية، والإخلاص في العمل. والله من وراء القصد.

رئيس التحرير

ديباجة الملتقى

بقلم الدكتورة حنان رباحي

Presentation

Learning a second language has always been a passion of most learners around the world. The multi-faceted globalised movement acknowledges the need for new models and methods of learning to be added to worldwide education goals for the purpose of boosting the quality of learning. However, the question of how best to teach them and what skills to be taught is largely overlooked. Therefore, it has been argued that Rethinking Pedagogy is a crucial point to tackle the complex educational challenges and to provide learners with educational support. To develop higher order skills, today's learners must engage in real world experiences that have a value and relevance to their personalities and communities through collaboration, engagement in research and writing analysis, and the ability to communicate effectively and to solve learning problems. As a key step for educational transformation, Rethinking pedagogy needs to develop, and to specify, learners' competencies and skills.

Aims of the Conference

The First National Conference on Teaching Foreign Languages aims to bring together leading academic researchers and research scholars to exchange and share their experiences and research results on all aspects of Teaching Foreign Languages. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations and trends about teaching, and to develop learners' competencies and skills of this century.

Subject Fields

Education, Language Contact, Linguistics, Literature, Psychology, Didactics, ICT.

Issues

The conference provides the opportunity to explore research in a variety of disciplines where the following trends and issues will be of particular interest but are not limited to:

1. Communication skills and collaboration.
2. Creativity and innovation.
3. Social and cross-cultural skills.
4. Ethical Considerations and Plagiarism in Academic Research
5. Academic writing and Assessments.

Call for Contributions

All honorable authors are kindly encouraged to contribute to, and help shape, the conference through submissions of their research abstracts, presentations and posters. Besides, high quality research contributions describing empirical, experimental, or theoretical work in all areas of teaching foreign languages are welcome.

All submitted conference abstracts will be blind peer-reviewed by competent reviewers (doctors and professors from different Algerian universities).

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Computer – Mediated Peer Feedback to Enhance Writing Quality
Sara BENMADANI & Leila DJAFRI

Computer – Mediated Peer Feedback to Enhance Writing Quality

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Abstract

The current researcher work aims at scrutinizing the effectiveness of computer-mediated peer feedback on EFL learners' written performance. The study targets second-year students at the Department of English at M'sila University. The data were gathered through a questionnaire administered to 30 students from the same department. The obtained results revealed that computer-mediated peer feedback is not implemented among second-year EFL students at the University of M'sila to enhance their writing quality and that students still rely on teachers' feedback in face-to-

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Computer – Mediated Peer Feedback to Enhance Writing Quality

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face settings. Henceforth, implementing technology-enhanced peer response as a technique to enhance EFL students' written performance is required.

Keywords: Computer-Mediated, English as a Foreign Language, Peer-Feedback, Writing.

1. Introduction

Ever since Second Language Acquisition (SLA) theorists and foreign language teaching researchers are mainly interested in how individuals acquire or learn a second/foreign language. Additionally, they are also interested in what can be done to assist learners to actively take part in classroom instruction. One of the most important tasks and skills foreign language learners have to perform is writing. The latter is paid much consideration in English as a Foreign Language (EFL) contexts. Current research and theory reveal researchers' interest in finding the optimal ways that can assist learners to overcome the difficulties they come across when generating a piece of writing. This goal could be achieved by pursuing learners with formative feedback on their written performance. Feedback refers to “the information about current performance that can be used to improve future performance” (Wang, 2006, p.42 cited in Klimova, 2015). Feedback is, thus, one of the techniques employed to enhance second language (L2) learning in general and L2 writing in particular (Hyland, 2013). Numerous studies have demonstrated the efficacy of feedback in second/foreign language pedagogy. It proves to be very effective in positively stimulating learning (Ellis, 2009; Schmidt, 1993). Additionally, feedback is thought to play a crucial role in facilitating students' progress to become independent learners to monitor, evaluate, and regulate their learning (Ferguson, 2011 as cited in Al-Bashir, et al., 2016). Conversely, other studies highlight the fact that teachers' feedback may act as a threat to students' autonomy (Haughney, et al., 2020).

Traditionally, the teacher was the sole source of knowledge. Among the various tasks the teacher performs is providing feedback to learners on their performance (Merzban&Sarjami, 2014). However, with the shift towards learner-centered pedagogy, where learners actively take part in the development of their learning process, become more autonomous and responsible for their learning, the teacher becomes no longer the only feedback provider and learners' involvement in the process of feedback has come up (Chekol, 2020).

Currently, peer feedback has attracted practitioners as an essential part of the learning process. Chekol (2020) states that peer feedback is an interactive process that focuses on assessment

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for learning as part of the new assessment trend. He, further, adds that peer feedback would also help students to support in digging out their learning, recognizing their strengths and weaknesses, targeting areas for remediation, sharing knowledge, and developing meta-cognitive skills such as cooperation and collaboration. Furthermore, peer feedback assists learners to take charge of their learning. Ultimately, peer feedback could positively influence learners' autonomy and self-confidence as well. (Hyland & Hyland, 2006). Besides, peer feedback proves to be one of the most effective techniques commonly used in L2 writing instruction. What is more, Farrah (2012) indicates that peer feedback provides learners with opportunities that help them to improve their learning in a conducive atmosphere and to take part in a meaningful dialogue (Dignen, 2014 as cited in Klimova, 2015). As far as writing is considered, peer feedback provides more opportunities for learners to critique and reflect their written productions and facilitates learners to become independent writers (Hyland & Hyland, 2006)

Recently, with the advent of computer-mediated communication (CMC) technologies and the widespread incorporation of web-based platforms for learning, writing instruction has been impacted radically and computer-mediated peer response has impacted the process of giving and receiving feedback as it becomes the focus of much research in the last two decades (Eu Lam, 2021). Computer-Mediated peer feedback has replaced traditional face-to-face feedback (Xu and Yu, 2018). The development of CMC has brought SLA researchers' attention to EFL writing focusing on how CMC can avail ESL/ EFL written Performance (Jiang and Ribeiro, 2017). In addition to enhancing FL learners' motivation, CMC can also support peer collaboration (ibid).

This paper sheds the light on the implementation of computer-mediated peer feedback since the latter is not widely implemented in EFL classrooms compared to teachers' feedback which is much more trusted. This case paves the way to raise the following questions:

- 1- To what extent is Computer-Mediated Peer Feedback implemented among EFL students?
- 2- Does Computer-Mediated Peer-Feedback enhance EFL written performance?

Besides investigating the role of computer-mediated peer feedback on learners' collaboration and autonomy, the ultimate objective behind these questions is scrutinizing the effectiveness of Computer-Mediated Peer Feedback on EFL students' written performance.

2. Research Methodology

2.1 Data Gathering Tools

Since the main purpose of this paper is to investigate to what extent do EFL students make use of CMC to provide and receive feedback to one another to enhance their writing, a questionnaire was administered to students at the department of English at M'sila University. According to Brown (2001), as cited in Dornyei (2003), "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p.06). That is to say, questionnaires represent any form of a list of questions that need to be answered; they can be a list of questions, checklists, multiple-choice items, and/or other sorts (Dornyei, 2003). The questionnaire was administered to the students during the period from October 31st to November 11th, 2021.

2.2. Participants

The participants who were selected to take part in this study were second-year EFL students at the Department of English at M'sila University. The number of informants who were randomly selected in this study was thirty (30) students.

2.3. Description of the questionnaire

The questionnaire includes sixteen (16) questions divided into three sections. Section one is concerned with background information questions about the students and their manipulation of technological tools. Section two is devoted to teaching writing, notably how it is perceived by learners, and how it is taught and assessed. Lastly, section three is designed to explore learners' awareness as well as the implementation of CMC to give and receive feedback.

3. Results

This section presents students' perceptions of the effectiveness of computer-mediated peer feedback in writing. The results obtained from the questionnaire demonstrated that:

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3.1. Students' Preferences

Table 01: Students' Preferences Regarding the Four Language Skills

Preferences	Number	Percentage%
Listening	07	23.33%
Speaking	12	40%
Reading	6	20 %
Writing	05	16.66%

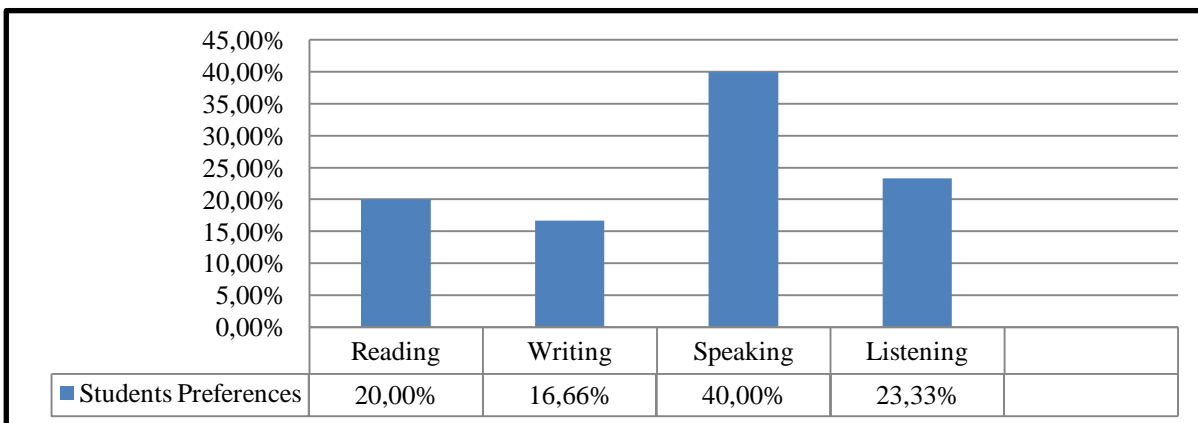


Figure 01: Students' Preferences Regarding the Four Language Skills

Table 01 and histogram 01 demonstrate that 12 students out of 30 prefer most speaking skills with a considerable percentage of 40 %. However little attention was given to writing with a percentage of 16%.

3.2. Students' Access to Technology

Table 02: Students' Access to Technological Tools

Options	Number	%
Yes	30	100 %
No	00	00.00 %

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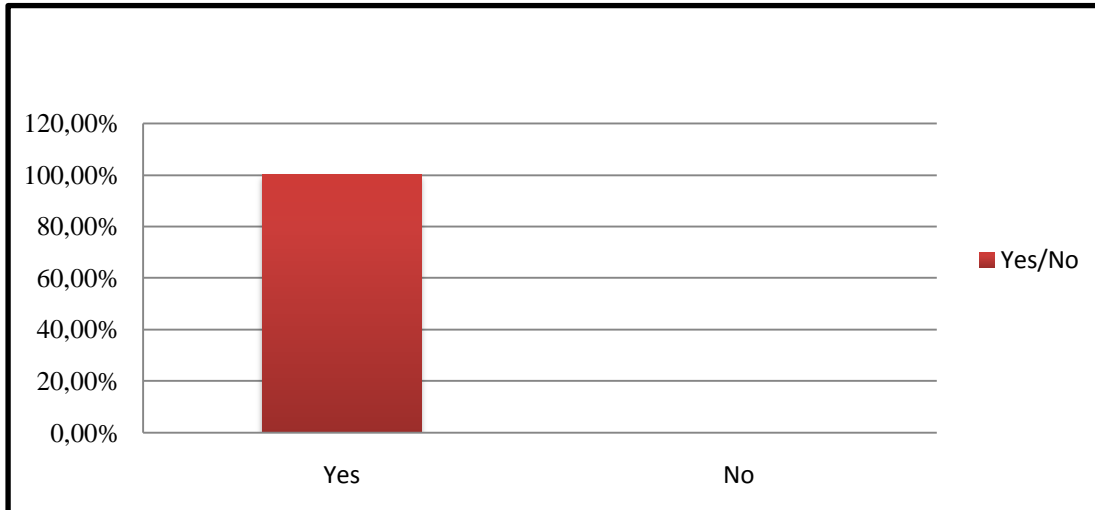


Figure 02: Students' Access to Technological Tools

Table 02 with histogram 02 show that all students have access to at least one technological tool which they consider important in their lives either for communication purposes or for studies.

3.3. Students' Evaluation of their Written Production

Table 03: Students' Evaluation of their Written Performance

Options	Number	Percentage %
Very good	04	13.33 %
Good	10	33.33%
Bad	14	46.66 %
Very bad	02	06.66%

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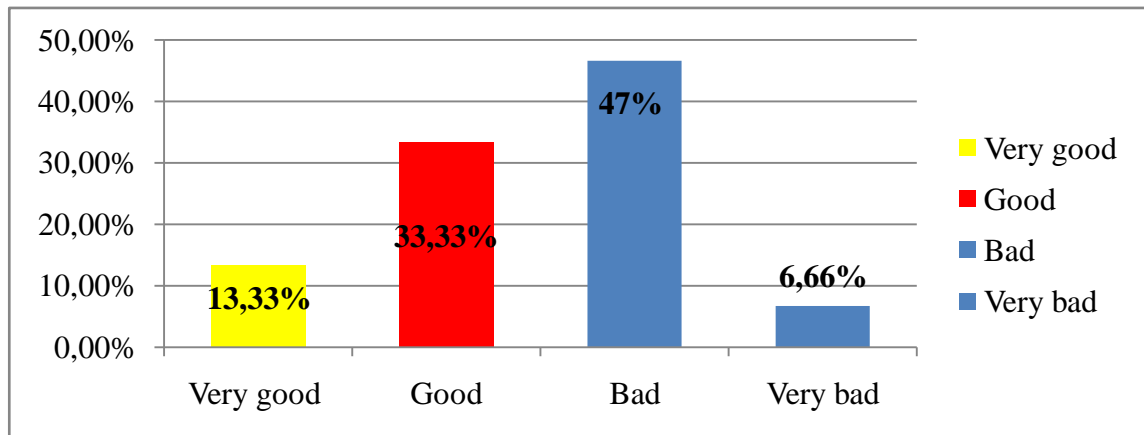


Figure 03: Students' Evaluation of their Written Performance

As demonstrated by the table and figure three (03), a considerable rate of learners (46.66 %) consider their writing bad, 33.33% consider it good, 13.33% very good and 6.66% very bad. This could denote that feedback is crucial to enhancing students' writing.

3.4. Teacher's Feedback and Peer Feedback

Table 04: Students' Opinions Regarding the Effectiveness of Teacher' Feedback and Peer Feedback

Options	Number	%
Teacher' feedback	23	76.66 %
Peer feedback	07	23.33 %

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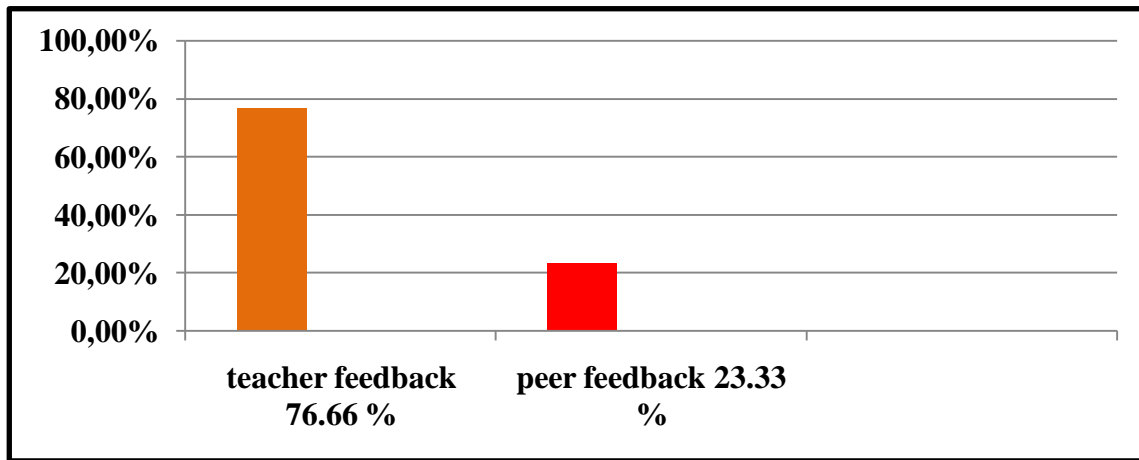


Figure 04:

Students' Opinions Regarding the Effectiveness of Teacher' Feedback and Peer Feedback

As it is shown in table five (04) and figure five (04), it is notable that students receive feedback on their written productions from their teachers. Convincingly, about twenty-three (23) students claimed that teacher feedback is more beneficial than peer feedback. Contrariwise, seven students (07) with a rate of (23.33) claim the opposite and they consider peer feedback an effective strategy to enhance their written performance.

3.5.Face-to-Face Feedback and Computer-Mediated Feedback

Table 05: Students' Opinions about the Effectiveness of Face-to-Face and Computer-Mediated Feedback

Options	Number	%
Face-to-Face Feedback	22	73.33%
Computer-Mediated Feedback	08	26.66%

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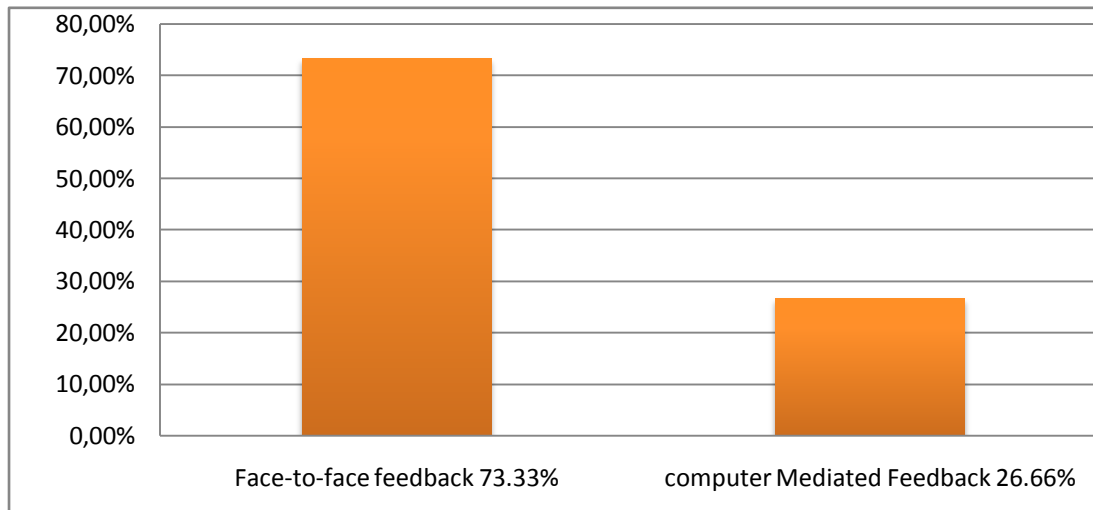


Figure 05: Students' Opinions about the Effectiveness of Face-to-Face and Computer-Mediated Feedback

Astable (05) and figure (05) revealed a rate of 73.33 % of responses held that face-to-face feedback is more effective in teaching writing. However, eight (08) students with a rate of 26.66 % agree on the effectiveness of computer-mediated feedback. These results may reflect students' readiness to receive feedback from other sources apart from the teacher's.

4. Interpretation of the Students' Answers

Based upon the obtained results, it is revealed that 2nd-year students in the Department of English at the University of M'sila are not familiar neither with peer feedback nor with computer-mediated feedback. Although, in the learner-centered era which is characterised by students taking full responsibility for their learning, most of the students still believe that the teacher is the only one who can provide feedback. They also believe that writing quality would improve if teachers supply them with formative feedback.

Though writing is considered the most important language skill that students need to develop, regarding the role it plays in the process of learning since almost all the examinations are to be taken in written form, most of the students report that they prefer the oral skills, that is listening and speaking.

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As far as the incorporation of technology in language learning and teaching is concerned, students' responses excluded any use of technology-enhanced feedback. Regardless of the current circumstances of the global Covid 19 pandemic which necessitates the shift towards online teaching at universities all over the world including Algerian universities, students still do not receive computer-mediated feedback on their performance.

5. Conclusion

This study endeavoured to investigate the effectiveness of computer-mediated peer feedback on students' written achievement. To conduct this study, a questionnaire was administered to second-year students at the Department of English at M'sila University to diagnose their awareness about the effectiveness of computer-mediated peer feedback. Findings obtained showed students' reliance on teachers' feedback in face-to-face contexts ignoring the role of feedback they might receive from their peers. They also indicated students' lack of awareness about the usefulness of technology-enhanced feedback including computer-mediated peer feedback. Based upon the results of the study, a further interventional study in which investigating the impact of computer-mediated peer feedback on written performance is highly recommended.

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3. How would you evaluate your written performance?

Very good Good Bad Very bad

4. Do you prefer to be corrected by your:

Teacher

Peer

Yourself

5. Do you benefit from your peer feedback when are you practicing writing?

Yes No

Section Three: Computer-Mediated Peer Feedback in Teaching Writing

1. Do you rely on technology when you write?

Yes No

2. How often do you make use of technology in writing?

Always Sometimes Rarely Never

3. To enhance your writing, do you receive feedback from your:

Teacher Peers

4. Which do you consider more effective?

Face-to-face peer feedback Computer-Mediated Peer Feedback

5. Do you think that you can benefit from Computer-Mediated Peer Feedback to enhance your writing quality?

Thank you

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