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Peer Feedback, a Source of Help for Some, and a Source of Humiliation for Others: Case Study of Algerian Middle Schools Learners

**Dissertation Submitted in Partial Fulfillment of Requirements
for the Degree of Master in English Didactics**

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2020-2021

DEDICATIONS

I dedicate this work to

El Hadj Moussa OUIDAH, the concrete example of the supportive dad.

My sunshine, the purest woman alive, Mom.

My lovely brothers.

My grandmother, whose words motivated me when she was alive, and blessings overwhelmed me even after her death.

My adorable friends : Nourhane, Soumia, Kahina, Affaf, and Houda.

My partner in this journey Imane Bouazza.

All my family members, friends, colleagues, and pupils.

Imane OUIDAH

DEDICATIONS

I dedicate this work

To my hero and father, Kada Bouazza.

To the sweetest woman, who kept encouraging me to finish my Master Degree , my mother

To my sisters (Ilhem, Sarah, Hamida, Yasmine , loudjaine) and my only brother (Mahi)

To my family members: grandpa , grandma , my uncles , aunts and my cousin
(Fatiha).

To the one I shared my best memories, happy or sad moments with, the beautiful partner
Imane Ouidah

To my community on Facebook and real friends “ Imane , Ahlem , Samah, Hamida , Fahima ,
karima , Saida , Djamila , Kawter, Amira and all members of group 05”

To everyone I love.

Imane BOUAZZA

ACKNOWLEDGEMENTS

All Praise is to Allah for giving us the ability to complete this work.

First and foremost we would like to express our extreme hearty gratitude to our supervisor Dr. Ghlamallah Hemaïdia for his precious guidance, perfect sense of understanding, encouragement, cheering up, support ,and his patience.

We extend our thanks to the honorable jury members Dr. Mohamed Hemaïdia, and Dr. Amina Abdelhadi for having accepted to read and evaluate this humble work for their remarks and recommendations will surely lead to a step further towards the perfection of this project.

We would also like to thank our family members and our friends whose abundant support and encouragement have never ceased all along the preparation of our work.

Last but not least, our truthful gratefulness goes to our pupils and colleagues for being a source of inspiration and support.

TABLE OF CONTENTS

Dedications	I
Acknowledgements.....	III
Table of contents.....	IV
List of Acronyms and Abbreviations.....	VIII
List of Tables	IX
List of Figures.....	X
List of Charts	XI
Abstract.....	XII
General Introduction	1

CHAPTER ONE

THE CLASSROOM, AN ARENA OF INTERACTION

1.1 Introduction.....	5
1.2 Classroom Interaction.....	5
1.2.1 Types of classroom interactions	6
1.2.1.1 Content-learner Interaction	6
1.2.1.2 Teacher-Learner Interaction	6
1.2.1.2.1 Types of Teachers.....	7
1.2.1.2.1.1 The explainer	7
1.2.1.2.1.2 The involver.....	7
1.2.1.2.1.3 The Enabler.....	7
1.2.1.3Learner-Learner interaction (Peer interaction)	8
1.3 Classroom Diversity and Peer Influence	8
1.3.1 Individual Differences	9
1.3.1.1Gender.....	9
1.3.1.2 Personality	11

1.3.1.3 Age.....	14
1.3.2 Peer Influence	15
1.3.2.1 Positive Influence.....	15
1.3.2.1.1 Support	15
1.3.2.1.2 Acceptance	16
1.3.2.1.3 Cooperation.....	17
1.3.2.2 Negative Influence	18
1.3.2.2.1 Rejection	18
1.3.2.2.2 Excessive Competition.....	19
1.3.2.2.3 Bullying.....	20
1.4 Peer Feedback	21
1.4.1 Definition of Peer Feedback	21
1.4.2 Types of feedback	22
1.4.2.1 Verbal Feedback	22
1.4.2.1.1 Directive feedback	22
1.4.2.1.2 Contingency feedback.....	24
1.4.2.1.3 Attributive feedback.....	24
1.4.2.1.4 Impact Feedback	25
1.4.2.2 Non-verbal peer feedback	25
1.4.2.2.1 Gestures.....	25
1.4.2.2.1.1 Examples of positive gestures :.....	27
1.4.2.2.1.2 Examples of Negative gestures	27
1.4.2.2.2 Facial expression.....	29
1.5 Teacher's Role and Responsibilities in redressing Peer Feedback.....	31
1.5.1 The Role of the Teacher	31
1.5.1.1 Teacher as a Manager	31

1.5.1.2 Teacher as a Protector	31
1.5.2 Teacher's Strategies to Empower Peer Feedback:	32
1.5.2.1 Affiliation of Learners	32
1.5.2.2 Instating Norms.....	32
1.5.2.3 Seating Arrangement	32
1.6 Conclusion	33

CHAPTER TWO

FIELD WORK

2.1 Introduction.....	35
2.2 Research Design.....	35
2.2.1 Observation	35
2.2.1.1 The Observation Sample.....	36
2.2.1.2 Observation in detail	36
2.2.1.3 The Observation Results	36
2.2.2 The Questionnaire	37
2.2.2.1 The Questionnaire Sample	38
2.2.2.2 The Questionnaire in Details	39
2.2.2.3 Pilot Study.....	39
2.2.2.4 The Questionnaire Results	39
2.2.2.5 Preliminary Overlooks upon the Questionnaire Results	51
2.2.3 Interview	51
2.2.3.1 The Interview Sample	52
2.3.3.2 The Interview in details	52
2.3.2.3 The Interview Results	53
2.4 Conclusion	55

CHAPTER THREE

INTERPRETATIONS AND RECOMMANDATIONS

3.1 Introduction.....	56
3.2 Interpretation of Observation Results	56
3.3 Interpretations of Questionnaire Results.....	57
3.3.1 Learners' Interest in Learning English along with Peers :.....	57
3.3.2 Learner's Attitude towards their Peers and Group work	57
3.3.3 Learners' Attitude towards Peer Feedback.....	58
3.3.4 Learners' Tolerance of Peer Feedback	58
3.3.5 Learners' Affective Reaction when Receiving Peer Feedback.....	58
3.3.6 Learners' Conception of Peer Feedback	59
3.3.7 Learners' Views of Peer Feedback as a Source of Support in Learning.	59
3.4 Interpretations of Interview Result	60
3.4.1 Teachers' Attitude towards Peer Feedback.....	60
3.4.2 The Teachers' Views about Learners' stances toward Peer Feedback	60
3.4.3 Teachers' Strategies to implement Constructive Peer Feedback	61
3.5 Recommendations and Suggested Solutions	61
3.6 Limitations of the Study.....	62
3.7 Conclusion	62
General conclusion.....	63
List of References	65
Appendices	69

LIST OF ACRONYMS AND ABBREVIATIONS

EFL :	English as a Foreign Language
ELT:	English Language Teaching
L2 :	Second Language
FFM:	Five Factors Model
OCEAN:	Openness ,Conscientiousness ,Extraversion ,Agreeableness ,Neuroticism

LIST OF TABLES

Table01: (Chapter 2) Learners’ age.....	40
Table 02 : (Chapter 2) Learners’ gender	40
Table 03: (Chapter 2) Learners’ level.....	40

LIST OF FIGURES

Figure 1 : Big Five Personality	11
Figure 2: Gestures	28
Figure 3: Facial Expressions	31

LIST OF CHARTS

Chart 01 : Learner's consistency in practicing English.....	41
Chart 02: The importance of practicing English with peers	41
Chart 03 : Learner's attitude towards helping peers.....	42
Chart 04: Learner's attitude towards their classmates according to their level.....	42
Chart 05 : Learner attitude towards group work.....	43
Chart 06 : Learner's view of the importance of peer feedback	43
Chart 07: Learner's gender view of the importance of peer feedback	44
Chart 08 : Learner's tolerance of peer feedback	44
Chart 09: Learner's tolerance of peer feedback according to age	45
Chart 10 : Frequency of peer feedback in the classroom.....	45
Chart 11 : Affective reaction towards peer feedback	46
Chart 12 : Affective reaction towards peer feedback according to gender.....	46
Chart 13: Learner's conception of peer feedback.....	47
Chart 14 : Learners attitude towards corrective peer feedback	47
Chart 15 : Learner's reaction on directive peer feedback.....	48
Chart 16 : Learner's reaction on directive peer feedback according to level.....	48
Chart 17 : Learner's preferable type of feedback.....	49
Chart 18 : Learners' preferable type of feedback according to age.....	49

Abstract

Learning languages is a vital process that requires communication and interaction between learners. One critical aspect of these interactions is peer feedback. The current study approaches the phenomenon of peer feedback with the intent to elucidate its very essence and to determine its double-sided impact on learners' affect. The research adopts both quantitative and qualitative investigation tools. The qualitative method consists of a classroom observation on middle school pupils from two different schools in the wilaya of Tiaret, along with an interview conducted with Algerian middle school English teachers, while the quantitative method consists in the use of a questionnaire administered to middle school pupils the results of which are analyzed and interpreted in a computable way. The results attained through the methods used confirm the hypothesis put forth ahead that peer feedback impacts significantly on learners' affect either as a source of help or as a source of humiliation depending on the individual differences and the peer influence. The study bestows on the teacher a great deal of responsibility in providing for genial peer rapports to optimize collaborative learning and benefit learners from peer feedback.

Keywords: learner; peers; affect; peer feedback; support; humiliation; collaborative learning

GENERAL INTRODUCTION

Learning English as foreign language, especially, in academic settings is an active process that requires interaction between the three main elements of education: the learner, the teacher, and the content. In an academic sense, interaction generally takes place in a classroom. This embraces the one group of learners that is called the class, together with the teacher and the content. In the classroom, it is learners who keep the longest time together. Contents and teachers change all the time and vary depending on the subjects, however, the constant in these interactions is the one that occurs between classmates.

Learners of the same class have a set of characteristics, objectives, and needs in common; however, they differ in many other respects such as age, level, gender, personality, and social class. These individual differences incite different patterns of interactions which, in turn, have different impacts on each learner at many levels.

Topic

In education, the term “peers” refers to learners who share significant characteristics. During sessions, peers interact the majority of time; one aspect of peer interaction is giving and receiving feedback on one another’s performance or production. Despite the fact that its importance was ignored in a certain period in the history of educational psychology, peer feedback showed up to be crucial for effective learning ,especially, with the rise of communicative approaches that seek to reduce the teacher’s role and endorse the methods of collaborative learning; nevertheless, peer feedback cannot be affirmed in the same way by every learner and it doesn’t always have the same effect, due to various factors, thus it is up to the teacher to recognize these factors in order control his students’ behaviour.

This research explores the effects of different types of peer feedback on learners’ affective filter and academic performance, their reactions towards feedback, and the critical factors that trigger them, along with the role of the teacher as the monitor of the instructional process.

Motivation

Learners’ meta-cognitive skills start to evolve during the middle school phase. Pupils develop critical thinking competencies, where they tend to develop some consciousness about themselves and about the way they are perceived by others. They are known of their extreme sensitivity to their strength and weakness points; therefore, they don’t want to be embarrassed in front of their peers. One of the most important relationships --perhaps the most sensitive of them all-- that the learner establishes is the one with his peers; subsequently, peer feedback

plays a crucial and sensitive role in influencing learners' affect and shaping their attitude towards learning. Interactions among learners result in spontaneous feedback which is likely to be either an important element for constructing a positive learning atmosphere or a destructive means of the learner's identity and ego.

Although not every feedback can actually influence the learner's psychology, it can be a source of help for some and a source of humiliation for others. Thus indeed, peer feedback is an important issue that should be considered at English Language Teaching (ELT) classes.

Observation

After gaining some experience as teacher in middle school, it has been noticed that learners interact the whole time, they play a dual role in giving comments on each other's performance and production and in correcting the mistakes of one another, however, reactions towards feedback may differ from one learner to another, because each learner has unique features that govern their reactions towards their peer's feedback. Cases have been witnessed where learners talk back to defend their answers, mildly accept the feedback and rectify the mistake, show discontent through non-verbal expressions or merely ignore the comment.

Theme

This work is conducted in the field of educational psychology since it investigates the impact of peer feedback on the middle school learners' affect and academic performance. It tries to explore to what extent peer feedback is tolerated by learners, how it is conceived of and what are the dimensions influencing those conceptions. It also aims to explore the role of teachers in encouraging learners to give and receive feedback while keeping it insightful in order serve learning, thus using this aspect as a tool to assist the teaching-learning process, and to empower bonds between learners.

Research Questions

Although, peer feedback is a considerable strategy used to empower the learners social and cognitive skills, its other side can demolish the learner personality and identity. Peer feedback, if used unconstructively, can cause inverse consequences of what the learning process aim for. The present work seeks to answer the following question: What is the impact of peer feedback on the learners' affect? And what it is the teacher's role in encouraging its positive aspects?

The research problem has been divided up into the following research questions to ensure feasibility:

1. How do learners conceive of peer feedback?
2. Do learners tolerate feedback from their peers?
3. How can teachers encourage constructive peer feedback?

Hypotheses

In a tentative to answer these questions, the following hypotheses are put forward:

1. Learners' conceive of peer feedback differently.
2. Learners generally tolerate feedback depending on its type.
3. Teacher can encourage peer feedback by fostering positive classroom atmosphere of mutual acceptance, respect, and understanding and by encouraging peer interaction based on collaboration and support.

General Hypothesis

The sum of hypotheses suggest that learners' conception of peer feedback is subject to their individual differences since they generally tolerate it considering its type and it is the teacher's responsibility to emerge peer feedback as a source of support in learning by promoting positive peer relationships.

Methodology

To accomplish this investigation, a mixed method was adopted in which we combine quantitative and qualitative research tools. Three investigation tools are actually used. Observation is used to describe the behaviour of learners in reaction to peer feedback, to size up its impact on learner's affect and academic achievement. Additionally, a questionnaire is destined to middle school learners to collect insights about peer feedback. This quantitative tool is intended to obtain statistical results in order to emphasize the validity of our research.

The last tool used is an interview. It has been conducted to elicit practitioners' views of peer feedback and of the ways it can be optimized to serve learners and not harm them.

Process

The research is divided into 3 chapters. The first chapter is theoretical and deals with the literature review which reconsiders the main theoretical background and approaches

associated with the study of classroom interaction and individual differences, the definition of peer feedback as well as its types, and the teacher's role in the process.

The second chapter consists in the field work. It is the record of the techniques used in the research: the observation drill, the questionnaire, and the interview as well as the ways they have been deployed, and finally, the analyses of the data they have yielded. The chapter lays down the direct observations by the researchers, statistical data got from learners' responses, and qualitative hands-on views about peer feedback and the ways it impacts on learners' affect and performance.

The third chapter is dedicated to discuss final results of the investigation along with limitations of the study and recommendations for further studies. In this chapter, teachers can find valuable insights which can help them understand the genuine nature of the phenomenon under study namely peer feedback, and assist them in assuming intelligent control of classroom relationships to provide for optimal peer rapports and promote collaborative learning that could not be but beneficial for learners.

CHAPTER ONE

AN ARENA FOR INTERACTION

1.1 Introduction

This chapter tackles theoretical backgrounds about the topic, it indeed contains three sections. The first section deals with the concept of classroom interaction as the broader term. Types of interaction are mentioned with a focus on learner-learner interaction. Coexistence of different mentalities urged the discussed points to include individual differences, such as age, gender and personality traits. The influence of peers is dealt with, in this section, in terms of positive and negative peer influence.

The second section tackled the second variable, feedback. This part includes the definition of feedback, precisely, peer feedback, which provokes two types of reactions; verbal and non-verbal in terms of gestures and facial expression. The third section is dedicated for the role of teachers to develop constructive peer feedback in the classroom setting. This chapter presents the strategies used by teachers to control the learners' behaviours and reaction when peer feedback is emerged.

1.2 Classroom Interaction

The classroom is an arena where a lot happens, several relationships are built and many interactions occur. It is mainly the place where learners from different backgrounds, genders, social classes and levels and even ages meet, sharing initially the same objectives and needs, but the main goal is learning, however, no classroom includes the same type of humans. The variety within the same classroom is what allows learning to be more effective where a certain balance is achieved, consequently an effective interaction occurs.

Brown (2001) defines interaction as “the collaborative exchange of thoughts, feeling or idea between two or more people, resulting in a reciprocal effect on each other.” (p165). According to Kalantari (2009), the term classroom interaction mainly refers to the interaction between teachers and learners in a classroom settings. Concerning classroom interaction, Wilga Rivers (1987) suggests that it's through interaction learners can expand their linguistic capacities as they listen or read authentic content, or even output of their peers in discussion, skit, joints, problem solving exercises, or dialogue journals.

It is considered as a crucial component through which the learning is achieved in EFL classrooms essentially, it is looked as an object of pedagogical attentions. Through classroom interaction, teachers and learners can really construct a mutual understanding of their roles, relationships, norms, and expectation of their involvement as members in the classroom setting (Hall & Walsh 2002).

1.2.1 Types of Classroom Interactions

During the sessions, several interactions occur, mainly between the three main elements of the didactical triangle: the learner, the teacher and the content. The first layer is the learner-content interaction, which is more likely to be an internal interaction driven by the nature of the subject matter as well as the learner's attitude towards it. The second layer is teacher-learner interaction, which is the sum of communications that happen between the teacher and the learners and it goes both ways considering it to be the main source of learning, whereas the third layer is the learner-learner interaction, as known as, peer interaction which is the sum of interactions that occur between learners during the lesson.

1.2.1.1 Content-Learner Interaction

Student-content interaction may be recognized as the 'internal didactic discourse'. It happens when students talk to themselves about their thoughts and knowledge in documents, texts, slides of lessons, etc. "The process of engaging with the information intellectually is therefore the basis of a change in the student's comprehension, viewpoint or cognitive structures" (Hattie 2007). The content is the syllabus that should be taught by the end of the academic year. This mode of engagement occurs when students get knowledge directly from learning resources. It occurs when they interact with the text as an example. Once students have access to learning resources such as multimedia, lectures and handouts, they should have their own ways of processing them.

1.2.1.2 Teacher-Learner Interaction

In EFL classrooms, teacher-student interaction is regarded as a critically significant source of learning. This form of interaction might occur between the teacher and a single learner or between the teacher and the entire class. Indeed, teachers guide the communicative educational process. "Their attitudes toward the content, the instructional strategies, the students, and the teaching profession itself impacts the effectiveness of the process, this influence, in turn, affects the learner's affective orientation"(Wrench et al, 2009).

Positive teacher-student relationships are characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation. Teacher-student relationships greatly influence a student's ability to adjust to school, to perform well, and to be strongly related to his peers.

1.2.1.2.1 Types of Teachers

Each teacher has his own beliefs concerning teaching as a profession and the learning-teaching process in general. The role of teachers depends on the circumstance, the output, and the objectives needed to be achieved. Scrivener (1994) suggests the three common types of teachers.

1.2.1.2.1.1 The Explainer

This type of teachers are extremely knowledgeable about their subject matter, however, lack knowledge when it comes to teaching methodology, thus their teaching practice is mostly explaining or lecturing the content. The information can be conveyed in an enthusiastic way and, despite of it is being a traditional way, the lesson can be enjoyable and informative. However, very few interactions take place since the teacher is the center of the process and learners are listeners, they not personally engaged and their participation is diminished.

1.2.1.2.1.2 The Involver

The perspective is expounded by the title. These categories combine the knowledge in both the subject matter and its didactics. They help learners acquire the language by employing proper teaching methods and approaches. Explaining is an option but actively involving the learners is the main objective. Relevant activities are selected to match the student's interest so they can be fully engaged during the lesson, while the teacher still has a control over the general atmosphere of the class.

1.2.1.2.1.3 The Enabler

Scrivener describes this kind of teacher to be "confident enough to share control class with the learners, or perhaps hand it to them entirely". This type tries to set up the environment for students to learn on their own. Decision making in their classes is everyone's right. Their role is mainly guiding, monitoring or counseling rather than merely lecturing. They provide the information when necessary, but if the atmosphere was well set, and the autonomous learning is encouraged and well-functioning, their role is totally reduced.

Above the theoretical knowledge of the teaching- learning process, and mastering the subject matter, the enabler is well aware of the thinking of individuals and the group dynamics, thus s/he focuses on the learners' affect and emotions while planning, and they adapt methods to enhance the classroom interactions and group relationship in order to create

a supportive atmosphere to not only learn but also enjoy. This kind of teachers is the most remarkable in the learners' memories.

1.2.1.3 Learner-Learner Interaction (Peer Interaction)

Naturally, several interactions happen between learners in the classroom setting. The term "peers" is based on learners' equivalence in terms of age, skill, proficiency, or class group, yet these can also be different, in order to define peer interactions, it was suggested to involve any communicative activity carried out between learners, where there is minimal or no participation from the teacher (Philp et al, 2014).

To clarify the teacher's role in peer interaction Streeck (1983) stated that

By mentioning the teacher, these interactions remain situated in the spatiotemporal and sociocultural context of education. Historically, the importance of peer interactions in language acquisition remained ambiguous during the period when ideas of egocentrism and nativism were still widely accepted. Experts largely ignored peer interactions as an actual natural resource for the acquisition of language and communicative skills.

(In Devos, 2016: 88)

Peer interactions are still framed by socio-cultural influenced objectives and educational norms. Those peer interactions are also described as having a collaborative, multiparty, symmetrical participation structure. (ibid)

The main motive of these peer interactions and their different results is the individuality among learners, there are no similar humans, thus no similar learners. Learners differ from one another on different scales, starting from gender, age and up to personality traits.

1.3 Classroom diversity and Peer Influence (coexistence of different mentalities)

"In the field of educational psychology, diversity primarily refers to differences across individuals and groups". (Salkind 2008:268). These differences manifest when it comes to gender, level, race, ethnicity, personality, orientations, behaviour, beliefs...etc. Those individual differences make the classroom interaction possible as well as effective. Each learner has unique characteristics that define her/his perception of themselves and others, and they consequently govern her or his relationships and interaction with peers.

1.3.1 Individual Differences

Each learner is characterised with unique traits that make him stand out as an individual, these are the individual differences such as gender, personality and age.

1.3.1.1 Gender

Salkind (2008) states that gender refers to cultural aspects of masculine and feminine, and the degree to which and how one understands what it means to be male or female. Gender roles are sets of expectations that prescribe how females or males should think, act, and feel. Gender typing refers to acquisition of a traditional masculine or feminine role (Santrock 2018).

1.3.1.1.1 Gender similarities and differences

Gender differences are complex, and there are many variables to consider, each influencing what it means to be male or female, masculine or feminine, or perhaps even male and feminine or female and masculine. Salkind (2008) noted that although humans are pretty much the same, there are slight dissimilarities that characterize each gender.

Santrock (2018) highlighted the different areas where gender makes the difference both on the cognitive and the affective level, and especially on a pedagogical level.

1.3.1.1.1.1 Relationship Skills

In terms of relationships, researchers have found that females are more likely people-oriented, i.e. they spend more time in relationship, creating friendships and they naturally choose careers, and situations that involve interacting with others. It has also been discovered that adolescent girls engage in more self-disclosure (sharing of intimate aspects about themselves), they are better at actively listening in a conversation, and place a greater emphasis on affiliation or collaboration than boys. Adolescent girls are more inclined than boys to provide personal information and provide emotional support in friendship. On the other hand, males are prone to be thing-oriented, they prefer spending time in playing video games, sports or merely alone. They are interested in object-oriented careers and situations. In their relationships with friends and peers, boys tend to prioritize self-assertion and dominance.

1.3.1.1.1.2 Prosocial behaviour

To elaborate the notion of prosocial behaviour, Eisenberg, Spinrad, & Knafo-Noam, (2015 as cited in Santrock 2018) put it as the following :

Prosocial Behaviour is caring about the welfare and rights of others, feeling concern and empathy for them, and acting in a way that benefits others are all components of prosocial behaviour. It involves transcending narrow self-interest and valuing the perspectives of others. The purest forms of prosocial behaviour are motivated by altruism, an unselfish interest in helping another person.

(p: 100)

Girls are viewed to be more prosocial and empathic than boys are. They also participate in more prosocial conduct throughout childhood and adolescence; therefore, the highest gender difference appears in courteous and considerate behaviour, with a lesser gap in sharing.

1.3.1.1.1.3 Aggression

One of the most consistent gender differences is that “boys are more physically aggressive than girls” Underwood (2011). The difference is especially pronounced when children are provoked—this difference occurs across all cultures and appears very early in children’s development (Ostrov, Keating, & Ostrov 2004). Both biological and environmental factors have been proposed to account for differences in physical aggression. Biological factors include heredity and hormones; environmental factors include cultural expectations, adult and peer models, and the rewarding of physical aggression in boys.

1.3.1.1.1.4 Emotion and its Regulation

On an emotional level, the gender differences also appear. It has been discovered that they were minor in children's emotional expression, with females expressing more positive emotions such as sympathy and internalized feelings such as sadness and anxiety. The gender difference in positive feelings got more evident with age in different studies, with girls expressing happy emotions more strongly than males in middle and late childhood and in adolescence.

The ability to regulate and control one's emotions and behaviour is another important skill that males and females differ in. Unlike girls, boys are typically less self-regulated when it comes to emotions, and this lack of self-control can lead to behavioural issues.

These are the main differences between males and females; the focus was on the socio-affective aspects since they control the learner’s relationship with peers, however, there are

other factors that make every learner stand out as an individual, such as the personality which is an important aspect of the human existence.

1.3.1.2 Personality

The term personality derives from persona, which has its origins in Latin, referring to the actor's mask and to a character in a dramatic performance according to oxford dictionary. Within psychology, Allport (1937) has defined personality as "The dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment" (p48) .

On his side Child (1968) provides the following definition, "More or less stable internal factors that make one person's behaviour consistent from one time to another and different from the behaviour other people would manifest in comparable situations". (p83)

Crozier (1997) resumes that it refers to distinctive thoughts, emotions, and behaviours that characterize the way an individual adapts to the world.

Within the educational context, Personality is commonly defined as the set of traits, or typical and relatively stable patterns of interacting with the peers, teachers and the environment , which are unique to different learners. An important focus of educational psychology is the assessment of these traits and other related psychological attributes such as interests, preferences, and attitudes. Salkind (2008) .

1.3.1.2.1 Types of Learners' Personalities (The Five Factor Model)

John et al (2008) suggested that the five-factor model (FFM) of personality is an empirical generalization about the co-variation of personality traits.

Personality researchers argue that they have identified the "Big Five" factors of personality, the "super traits" thought to describe personality's main dimensions: openness, conscientiousness, extraversion, agreeableness, and neuroticism (emotional stability). (Santrock2018)

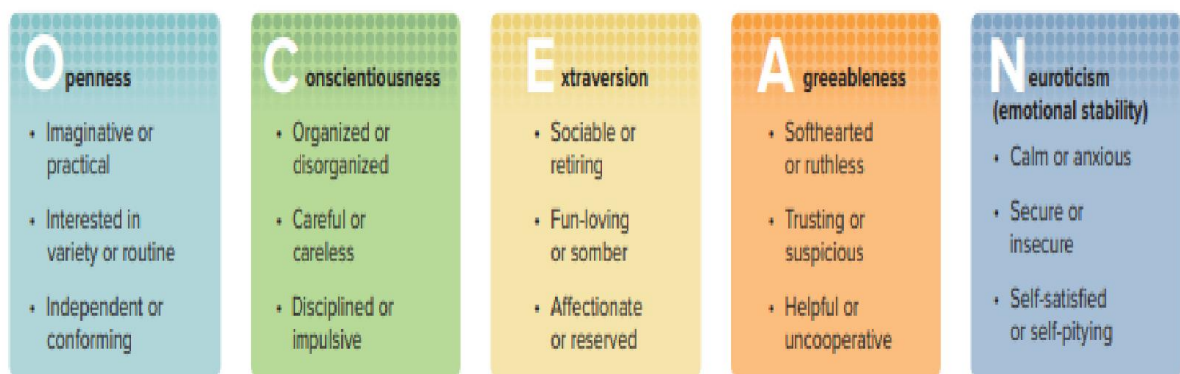


Figure01 : Big Five Personality suggested by Santrock2018

According to Costa and McCray(2003),there are five personality dimensions; they describe different facets of each traits along with their characteristics, the emotions that come with every factor in addition to behavioural patterns.

1.3.1.2.1.1 Openness

This trait is measured in six distinct areas. In Fantasy, openness is defined as a vivid imagination and a natural tendency for daydreaming; in Aesthetics, it is defined as sensitivity to art and beauty. Because it is pure experience for its own sake, the aesthetic experience is possibly the apex of Openness. Open learners are acutely aware of their own feelings; they value the experience as a source of purpose. Another facet is the openness to values and ideas, learners with this feature are more ready to attempt new things. They are inquisitive and cherish knowledge itself. Mostly because they have a proclivity to consider many options and empathize with others in similar situations. They are also open to action in contrast to rigid people.

1.3.1.2.1.2 Conscientiousness

Conscientious learners are reasonable, well-informed, and consider themselves to be high in competence. Part of their success is due to their organization and regularity, which allows them to be more productive and well-performing. Conscientious persons are inhibited in some ways, since they adhere meticulously to their moral rules. They have a great sense of responsibility, in addition to a high level of Achievement Striving, pursuing perfection in all they do, and they must have a high level of Self-Discipline to achieve their objectives. Finally, they are known for their deliberation, for forming plans ahead of time, and for thinking things out before acting. Their lives are obviously defined by the courses they choose to take.

1.3.1.2.1.3 Extraversion

The facets of Extraversion can be subdivided into three interpersonal and three temperamental traits. Warmth, or connection, refers to a warm, cordial, and emotionally involved manner of personal interaction; cold people, on the other hand, are more formal and impersonal, with weak affiliations to the majority of other people. The sociability that characterizes the extraverted learners is the sum of Warmth and Gregariousness (or the desire to be with other people). Gregarious learners enjoy interacting with others and participating in group work; they tend to thrive on the sheer volume of social stimulation. Assertiveness is a third facet of Extraversion; assertive learners are leaders by nature, they willingly take the responsibility, making up their own minds, and openly express their feelings and desires.

Regarding the temperamental facets of Extraversion are activity, excitement seeking, and positive emotions. Extraverts enjoy staying busy, behaving briskly and speaking quickly; they are energetic and outspoken. They also love stimulating situations and are frequently on the lookout for thrills. They constantly seek attention. The life they have reflects positively on their emotions. Extraversion encompasses a wide range of characteristics such as joy, delight, zest, and jocularity. All of these traits are complimentary, and they work together to generate this personality dimension. Activity leads to excitement, which leads to happiness; the happy learner finds it easier to get along with others, and congeniality quickly becomes leadership.

1.3.1.2.1.4 Agreeableness

Agreeable learners are trusting, they believe in the best of their peers and they seldom suspect others' intentions. Trust is an important trait that contributes in the psychosocial development of the individual in order to advance toward productivity, identity and friendship. Trust goes both ways for this type of learners, since they are themselves trustworthy, marked by honesty and Straightforwardness. The selflessness of those learners is seen in their thoughtfulness and desire to help others, this facet is called Altruism.

Individuals who are agreeable are humble, submitting to others rather than actively pursuing their own goals. This is referred to as Compliance. People who are agreeable are modest in their assessment of their own abilities and significance. In contrast to this facet there is narcissism. Agreeable learners are tender-minded and compassionate, which makes them an excellent fit for charities and good causes.

1.3.1.2.1.5 Neuroticism

The first two facets of Neuroticism, Anxiety and Angry Hostility, are dispositional expressions of two fundamental emotional states: fear and anger. People experience these emotions on a regular basis, but the frequency and intensity with which they are experienced differs from one person to another. Nervous, high-strung, and uptight learners have a high level of anxiety. They are driven to worry a lot. Learners with a hostile character are more likely to become easily enraged. They are irritable and ill-tempered; they find difficulties in getting along with their classmates. In a, the components of Depression and Self-Consciousness are based on two separate emotions: sadness and shame. Sorrow, despair and loneliness are the emotions most felt by depressed people; they are prone to feel guilt and low self-esteem, while learners with high

Self-Consciousness is the tendency to feel shame or embarrassment. As the typical feeling of being inferior to others, learners with this trait are extremely susceptible to ridicule

and bullying, however this character has nothing to do with shyness as it might be claimed. Other aspects of Neuroticism show up as behaviours rather than emotional response.

Impulsiveness is the inclination to surrender to temptations and follow desires, because people with this trait lack self-control, while *vulnerability* is the incapability to manage stress. Vulnerable learners panic in emergencies, and break down, they feel dependent on others.

To summarize, some learners will be anxious but not hostile, or self-conscious but not impulsive. However, those who are high in Neuroticism are also likely to be high in each of these characteristics. They are prone to violent and unpleasant emotions, which make it difficult for them to deal with their problems and interact with others.

1.3.1.3 Age

Most middle schools contain a large number of kids that may be as young as 11 or as old as 15 during their years there. Between those ages, those pupils grow in different ways and at their own pace, from the physical aspect encountering other aspects to emotional maturity. Eventually all of these current changes affect the way they learn and behave in class with their peers and their teachers.

1.3.1.3.1 Late Childhood

The first two years of middle schools are mainly recognized by learners still being young (10-12), going through a late childhood phase, in which they are more likely to have enough control over the movement of their bodies, mastering many gross and fine motor skills. Kids of this age have more developed frontal lobes and improvements in logic, planning, and memory that are characterized to be evident. They tend to like learning by games, any tasks that require physical movements and solving puzzles that excites them. They are more cooperative and able to plan, they coordinate activity using both left and right hemispheres of the brain, and to control emotional outbursts, they like to work in groups or in pairs, which is contradictory to the next stage that they face.

1.3.1.3.2 Adolescence

At the age from 13 to 15, we start to feel like learners are somehow different than a year before, or even before summer, that's due to the beginning of the critical period. In the two remaining years at middle school, pupils go through different changes in their bodies, due to puberty that happens at an early stage of adolescence. These events have a great impact on the way they deal with everyone and everything at school. 'Beginning in early adolescence,

teenagers typically prefer to have a smaller number of friendships that are more intense and intimate than those of young children ‘’. (Santrock 2010:445)

At such a phase emotional growth knows a certain level to climax, learners are more concerned about how they appear the others and what to do about it, their own perceptions of others’ thoughts determine their motivation and willingness to learn in a collaborative way or in an individual way, in fact “young adolescents conform more to peer standards than children do”. (ibid). They start to take decisions that would lead them to their ideal personality. However, both genders show some development in skills such as balance, strength and flexibility which helps them engaging in sports for instance.

All of the prior changes that learners go through at every stage should be taken into account as a sign of learners’ individual differences. Educators must be aware that not all learners may witness the same changes at the same specific stage, learners are different, so are their needs. Teachers are ought to pay attention to learners’ different learning styles and to not force instructions on them. Understanding learners’ psychology is a primary task before teaching them.

1.3.2 Peer Influence on learner’s perception

It is no secret that peers strongly influence and get influenced by each other, whether consciously or unconsciously. The learner may change his way of thinking, his attitudes and even his behaviours depending on the group of peers that surrounds him. This influence can either have positive or negative outcomes on the learner. The positive sides resemble in the support, cooperation and acceptance friends show to each other, meanwhile, the negative influence can appear in peer rejection, neglect, excessive competition and bullying in the worst case.

1.3.2.1 Positive Influence

Peers can encourage and be a great source of help to one another, this is known to be the positive side of peer influence, where learners show empathy, support and acceptance toward each other, they even collaborate to achieve mutual goals and strengthen the team bonds to benefit each individual.

1.3.2.1.1 Support

Young people need affection, through respectful contact with others. They need to be comforted when they are upset, listened to with sympathy, taken seriously, and given

opportunities to share feelings. They also need to take responsibility for themselves and others in an appropriate way. Sharp and Cowie (1998 as cited in Shy, 2021) stated that:

Peer support is a system of giving and receiving help founded on key principles of respect, shared responsibility, and mutual agreement of what is helpful. Peer support is not based on psychiatric models and diagnostic criteria. It is about understanding another's situation empathically through the shared experience of emotional and psychological pain.

(p26)

When people find affiliation with others they 'like' each other, they feel a connection. This connection, or affiliation, is a deep, holistic understanding based on mutual experience where people are able to be with each other's without any constraints.

Peer support happens when learners improve their wellbeing by helping each other to overcome a classroom challenges. Supportive peers are respectful, helpful and sensitive individuals. Indeed, peers are social beings who intuitively understand their fellow and provide advice when necessary. In addition to that, support as a concept refers to emotional, educational and social mentoring where compatriots are purely the source of assistance responding to their need of belonging. Peer support is the basis through which peer feedback is considered helpful. "Social support from teachers and peers is an important component that may influence academic achievement". (Hemaidia 2018:30)

Support occurs when students interact with each other's, especially, when the learners are in front of a difficult situation. In the context of feedback, learners support by evaluating, reviewing and commenting on each other's in order to provide relevant information to their peers. The receiver is therefore conscious about their fellow's intention to provide help. This influence is basically positive since the group of learners is gathered to share common problems and experiences associated with a particular task.

1.3.2.1.2 Acceptance

Awareness is a precursor to the acceptance of feedback. Recipients cannot act on feedback they are not aware of. Awareness is the process of bringing the information to the attention of the recipients. As results, learners are aware of their errors, so that, they try to fix their errors. According to (Steelman & Williams2019), feedback can be a unique, new experience for recipients that capture their attention and increases their awareness of

development. Learning how to accept constructive feedback assure self- satisfaction and self – regulation.

The classroom is signified as an unexpectedly changing place where the students are exposed to many different situations. However, being exposed to a constructive feedback from peers is never destructive when comforted with acceptance. Acceptance is one of the psychological traits used to denote the agreement about one's feedback, in long term; it is the full satisfaction about peers review. It was said that:

Peer acceptance implies learner's admission in the peer group together with the personal construct, ideas, conceptions, and all what can distinguish him from the other members. Preliminary acquisition of membership paves the way to further intimate relationships, more important positions within the group, more significant roles, and promising possibilities for smooth learning.

(Hemaidia 2018: p34)

In fact, acceptance is crucial when feedback is given from student to other student. Learners are agreeably welcomed to be a part of the group so that they interact, exchange, share knowledge and feedback as well. Learners who accept each other's feedback do not over react to a corrective feedback, accepting compliments is their form of acceptance to a positive feedback.

1.3.2.1.3 Cooperation

Learning is indeed difficult without practice, specifically, when learners depend on their teacher only. It is hard to improve some skills sometimes when the student is unable to work with his peer. However, cooperative work stands for engaging the student with his peer to achieve an academic performance. It was defined by Salkind (2008) as follows:

Cooperative learning is an instructional process that engages students in collaborative discussions about the content to promote learning. The discussions may involve teaching, explaining, asking questions, quizzing, or checking, in an instructional activity where students actively share in the responsibility for learning. Cooperative learning processes significantly restructure classrooms from passive learning environments, with the teacher

dominating the instructional conversation, into engaging environments where students actively participate in the learning environment.

(p187)

Cooperative work is considered as an important strategy used by the majority of teachers. This strategy enables learners to foster learning because they depend on themselves rather than the teacher. “As cooperative learning research became more prevalent in schools, researchers noticed significant increases in academic performance among the cooperative groups”. (ibid)

Cooperative work is significant; the majority of teaching methods depends on it. It encourages communication within the group. In addition to that, It allows students to become active participants in the learning process and incorporates autonomous learning, it includes self-regulated learning as stated “Self-regulated learners seek feedback from external sources such as peers' contributions in collaborative groups” (Butler & Winne 1995: 246).

Students aren't always happy to jump to the opportunity to receive peer feedback except if they feel supported within cooperative group environment. The negotiation and interaction that happens in the one group is the result of cooperation, in fact, learners assume roles and responsibilities of giving and receiving feedback.

1.3.2.2 Negative Influence:

The other facet of peer influence is the negative one. Negative influence can be a dangerous issue that hinders the learner's academic achievement but most importantly his cognitive, affective and psychosocial development. These negative impacts can be in terms of excessive competition that is itself caused by many factors such as egocentrism and jealousy, moving to peer rejection, where the learner becomes rejected due to his socio-metric status, but the worst outcome of negative peer influence is bullying which is considered as a major problem that school psychologist try to put an end to.

1.3.2.2.1 Peer Rejection

As discussed in the previous section, learners especially at the age of adolescence need reassurance, the sense of belonging and the feeling of being accepted and any received behaviour that shows the opposite may trigger undesirable emotions that lead to negative outcomes. (Youngblade & Nackashi 2009) define peer rejection as,

... a global term that encompasses the many behaviours used by children to exclude and hurt one another. Adolescence was demonstrated to be an important time of peer relationships, sensitivity to social rejection, and negative psychological outcomes associated with peer rejection.

Harris (2009) on the other hand stated that rejected children don't have close friends and are often disliked by their classmates. It means that the rejected learner doesn't seem to establish friendship with peers, and they don't receive much affection or acceptance, which leads to feeling loneliness.

Aggression is the trait that leads the individual to be rejected in social groups. (Lochman et al 2008) explained that children with disruptive behaviours are at risk for being rejected by their peers. Aggressive children are more likely to be avoided than non-aggressive ones since the larger group tends to exclude individuals with disruptive conduct that hinders the regular peer interaction (Youngblade & Nackashi 2009).

Ladd (1999) says that peer rejection leads to serious issues in early school years which are negative school attitudes, school avoidance, and underachievement, while later it results loneliness, misbehaviour, low emotional well-being and academic inadequacy.

However, there should be a clear cut between the terms neglect and rejection when it comes to peer relationships, as mentioned above rejected individuals are disliked by the members of the group, whereas neglected ones are simply avoided or ignored.

1.3.2.2.2 Excessive competition

Trying to prove one's self and existence is a human nature, competing with others is one way to confirm that. It is indeed a natural instinct for survival. Webster (2007) defines human competition as a contest in which two or more people are engaged where typically only one or a few participants will win and others will not.

On an educational level, Salkind (2008) stated that most peer competition occurs between individuals of the same sex who compete for the same goals. Learners tend to compete with each other in academic performance. They compete on who get higher scores, who stands out academically and who gets the most praise.

Competition is a doubled-edged sword, on one hand it can be a great motive that pushes learners forward in satisfaction of ego, proving them and achieving their goals. However,

once it crosses the limit it can be a serious psychological problem and other misbehaviours may stem out of it. It promotes a shift from means to end where the learners will choose whatever way to reach their goal even if they were unethical or not allowed. It also creates a gap between learners and undermines some of them and weakens their intrinsic motivation. Competition can also be a great source of anxiety, due to the pressure implied within competitive situations; learners may get overwhelmed with fear and stress. Mainly, these emotions stem from the fear of failure.

Consequences of competition also appear on classroom relationships. The emphasis will be shifted from quality to effectiveness in relationships, in other words, learners will focus on winning and productivity with peer instead of building friendships. It also accentuates the impacts of social hierarchy and ability levels that already exist. Learners will be more focused on their differences and sense their belonging to different groups and level. In case of excessive competition, that spontaneous bond that connects peers will decrease and learners will only relate to the winning groups, the ones that achieve more.

1.3.2.2.3 Bullying

It is well known that bullying is one of the major issues that take place in schools. It is spread everywhere and has huge negative outcomes on learners' lives. Sharp and Smith (1994) define bullying as a form of aggressive behaviour which is usually hurtful and deliberate; it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Bullying is defined as a pattern of intentional negative behaviour aimed toward another person, or a practice of power abuse undertaken by children and adolescents against their more weak peers, according to Salkind (2008) there are two types of bullying. The physical one is shown in hitting, kicking or other physical aggressions, while the verbal bullying happens through insult, threats and mocking. Another indirect aspect of bullying is manipulation by trying to decrease someone's status through spreading rumours for instance.

Bullying occurs when there is an imbalance of powers. Individuals who are stronger and have a tendency to aggression hurt their vulnerable peers mostly to enhance their self-worth through diminishing others, or simply for fun.(Puhl & King 2013)say that bullying generally targets anxious and socially withdrawn children because they are nonthreatening and unlikely to resist if abused, whereas aggressive children may be menaced because their behaviour irritates bullies. Consequently, studies have found that getting bullied at schools result

physical and mental problems. Students who have experience bullying are more prone to undergo depression, suicidal ideation, and suicide attempts than their peers who have not been in the same situations Santrock(2018).

1.4 Peer Feedback

The coexistence of the learners in the same setting i.e. the classroom implies the ineluctable interaction of ideas in form of action reaction, initiative response. Peers are constantly there to appreciate, value, and comment on a learner's performance or idea. This is what we call peer feedback, the concern of the following section.

1.4.1 Definition of Peer Feedback

Feedback has diverse definitions due to the different perspectives. Winne and Butler(1994) state that “feedback is information with which a learner can confirm, add to, over write, tune, restructure information in memory, whether the information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks.” (p5740). That is to say, feedback is temporary information that can basically be confirmed or adjusted at a given moment. In the same context, Hattie (2007) state that “feedback is conceptualized as information provided by an agent (e.g., lecturer, peer, book, parent, self, experience) regarding aspects of one's performance or understanding”(p81). In the classroom, an academic can give feedback, a peer or a book can supply knowledge too. Feedback is; therefore, a performance consequence. The result of feedback is therefore a piece of information related specifically to the task that should be improved in the learning process. Hattie says that the three major questions need to be answered by feedback. The first question sets out what the objectives are. The second inquiry is what progress is being achieved with the direction of the objective. The third question concerns the actions needed to boost the performance of students.(Hattie & Timperley, 2007:81).

Psychologically, Feedback is vital evaluative data that influences a particular perception and seeks to achieve the one learner optimal result. Indeed, it is a knowledge result of any behaviour, considered as influencing or modifying further performance. Learners with no feedback are not able to give supportive arguments for desirable behaviour or goal. Poor feedback students show poor views, contempt and disinterest. In the learning acquisition, feedback should be followed with certain qualities of learning, particularly if the recipient is receiving effective feedback, discovers something valuable and feels reinforced. When the feedback is well received, both giver and the receiver feel okay (Hart 2011).

Giovanni (2002) defined peer group as a small group of similar age, fairly close friends, sharing the same activities. In its most acceptable form, peer group is a healthy coming-of age intermediary, by which youth grasp negotiating skills and learn to deal with challenges and to solve problems in a social context (p82). From this perspective, it should be the student rather than the instructor who provide feedback. Peer feedback involves a number of peers and the student necessarily uses his own knowledge to make a significant change. The major goal of peer feedback is the development of skills and problem-solving.

Peer feedback, in this sense, is described as a system where the degree, level, value, significance, quality, and success of learning products or outcomes from peers of comparable standing are taken into account by individuals. People then convey their understanding either in oral or written form.

(Bankole 2019:10)

In the classroom, learners engage with their equals to achieve certain abilities and experiences, consequently, peer feedback is the key success for that .Liu & Hansen explained that peer feedback, also referred to as peer review, peer response or peer editing has been defined as

The use of learners as sources of information, and interactions 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.

(Liu & Hansen 2002:1)

Liu & Carless (2006) believed that feedback is given by one student to another, through comments made on each other's work, behaviour or performances. Students will do this based on a prior set of evaluation criteria. The difference with peer evaluation is that the students won't have to grade each others. The focus will be put on the dialogue between students that can lead to a better way of learning. Hence, peer feedback is a quick method used to expand learning because peers are the source of criticism or compliment as well. Hart (2001) has explained types of feedback precisely

1.4.2 Types of Peer Feedback

Peer feedback varies in different respects. Criteria such as form, aim, impact are often used by psychologists to define, size up, understand, and manipulate feedback.

1.4.2.1. Verbal Feedback

The first form of feedback consists in the spoken. This is further studies in terms of the effects expected from it.

1.4.2.1.1 Directive Feedback.

The first feedback is future oriented; it highlights the type of action that the receiver will take. In another word, feedback from the command directs the recipient what to do. For example, student “A” addresses his peer to use different wording, like “symptoms” instead of “problem’. Consequently, directive feedback can take these forms (command, suggestion, inquiry, and example. Feedback through Direction with peers occurred when students make mistakes and the instructor asks for rectification. Pupils occasionally goes for the use of directive feedback, they correct each other’s mistake on the spot through giving directions. The following forms include directive feedback. Hart (2011) orders the sub-types of directive feedback thusly:

1.4.2.1.1.1 Command

Learners deliver instructive feedback as instruction; in particular, they demand and ask their fellow directly. The primary strategy is to inform the peer what they feel, whether they feel terrible or pleasant .For example, student “A” emphasizes command-style using directive feedback by prefacing it with a rationale (such as “I would appreciate it if...” or “Things would run more smoothly if...”). In this way, peers will support their classmates and increase sense of cooperation rather than humiliation. However, directive feedback influences the receiver negatively if it is judgmental. For example “I can’t believe how dumb you are, write correctly!” rather than “It’s OK, everyone makes mistakes”. In this context, command is somehow ineffective to build up a good atmosphere between students.

1.4.2.1.1.2 Advice

Advice is another type of feedback, which is less authoritative. It is more appropriate for learners to give recommendations instead of giving orders to each other’s. Advising the reader gives the chance to review his actions and his information. Advice is the peer's optional

strategy for accepting or rejecting. Advice is regarded for the majority of students to be as a source of guidance rather than humiliation. Hart suggested an example of advice as follows “I would suggest that you” or “I recommend that you should repeat pronouncing that word”.

The learner might feel shameful if the advice was personal rather than contextualized, especially, when it is given in front of his classmates.

1.4.2.1.1.3 Request

The third directive way is request. The message is essentially the same as telling classmates what to do except for peers who ask rather than informing their fellow. This method appears gracious and efficient. To illustrate, student A asks student B the following: “How about making the word excellent instead of too good?”.

Request is a considerable technique which was appreciated by peers and accepted widely.

1.4.2.1.1.4 Inquiry

In this case, the feedback provider asks the receiver to consider options and possibilities. That is to say the inquiry, in term of feedback, is the process of asking a question or asking for information from peers, if any of these a question was answered; it leads to the investigation of knowledge. Hart (2011) insisted that the receiver has the right to choose whether to accept or reject the feedback as a question. Basically, the question is an optional type of feedback. For example, which word is correct? Are there ways to pronounce the word live in another way?

1.4.2.1.1.5 Example

The last directive strategy which is based on illustration suggests providing examples help the learner to understand the given feedback. Peers give examples to their fellow to make sure not to order them, in particular, to grape their intention for feedback that stuck. For example, learner A narrates an experience to learner Bas follows “Let me tell you about an experience that taught me to make a difference between the verb live and noun live “.

1.4.2.1.2 Contingency Feedback

In this form of feedback, the provider reminds the recipient to be careful of what they can or can't achieve. The outcome depends on the action or issue predicted by this category. In a peer environment, peers predict the negative performance of their classmates. For

instance, "if you do not write the word correctly, the paragraph will lack accuracy." feedback is conditioned to an action. In performance evaluations, contingency feedback is vital to show what effects hinder under a certain behaviour. However, Contingency feedback is authoritative; the feedback provider has the authority to regulate or anticipate effects. (Hart , 2011)

1.4.2.1.3 Attributive feedback

“This type of feedback describes the receiver, the receiver’s actions, or the receiver’s output in terms of a quality or label” (ibid). This type of feedback highlights the qualities of learners, for example, learner “A” provides learner B with the following feedback “You are an excellent communicator,” to state that learner B is pronouncing the words correctly.

Attributing feedback is useful for indicating the value or quality of the learner as well as classifying the type of activities and outcomes. However, attributive feedback is authoritative; the person providing the feedback bears the responsibility to assess the value of the action (ibid) .

1.4.2.1.4 Impact Feedback

The term "impact feedback" refers to the reactions or consequences that result from the receiver's activities. Impact feedback happened when learner a blame learner b to build up a constructive feedback. “

Good impact statements allow feedback recipients to be aware of other people's reactions to their conduct, as well as events in the organization that are related to their behaviour. If the recipient is unfamiliar of the emotions or repercussions, this can be instructive, and the information might empower the receiver to choose different options.

(Hart2011:17)

, for example, “When you did not write well, it made me angry.” Angry describes the consequence of the learner reaction. Consequently, the behaviour of learner will be improved according to this negative feedback. “You’re not smart enough,” is an example of impact feedback even though it is not constructive.

1.4.2.2 Non-verbal Peer Feedback

Some kinds of feedback are not verbalized, yet they remain significant and effective. Their impact on the subject can be very palpable. A case of this kind of feedback is gestures.

1.4.2.2.1 Gestures

Learners' utterance is sometimes difficult to be understood, that's why, it is very important to decode the speech into acts. Peers have to confirm or deny what they say through gestures to make sure that feedback is well received. Thus, it is defined as the learner's initiative bodily movement used to convey a specific message. Gesture is part of our conversations and, as such, feedback covers various gestures. A research has been done by Toastmaster's magazine of International Professors (2011) define the term as "a specific bodily movement that reinforces a verbal message or conveys a particular thought or emotion". Although gestures may be made with the head, shoulders, or even the legs and feet, most are made with the hands and arms. Gestures refer to movement of anybody with some facial expression.

The use of gestures is very important among peers because it clarify the learner's intentions. In L2 classroom, gesture and speech are closely related in the process of L2 teaching and learning, because L2 learners usually use gestures as scaffolding and speech-related gestures to help promote and facilitate learning the second language acquisition. Peers usually use gestures when they give feedback to each other's'; they often act out movements that indicate their acceptance or rejection to their classmates. It often emphasized the spoken language as it can be conceptualized negatively, gestures convey feelings and attitudes, and thus, they vary with the variation of the emotion that needs to be showed. The same organization mentioned above, suggests the following types of gestures:

1.4.2.2.1.3 Types of Gestures

Peer gestures vary in form and, consequently, in meaning. A learner who receives a gesture from a classmate interprets it in accordance to the context trying to infer the message that emanates from it. Accordingly, gestures are classified up to the reading that can be made out of them. Toastmasters professional researchers provided the following types of gestures

1.4.2.2.1.3.1 Descriptive gestures

They are performed to clarify or enhance a verbal message. They help the peers understand comparisons and contrasts, and visualize the size, shape, movement, location, function, and number of objects.

1.4.2.2.1.3.2 Emphatic gestures

In order to analyse what's being said, they indicate earnestness and conviction. For example, a clenched fist suggests strong feeling, such as anger or determination.

1.4.2.2.1.3.3 Suggestive gestures

They are symbols of ideas and emotions. They help a speaker create a desired mood or express a particular thought. An open palm suggests giving or receiving, usually of an idea, while a shrug of the shoulders indicates ignorance, perplexity, or irony.

1.4.2.2.1.3.4 Prompting gestures

They are used to help evoke a desired response from the audience. If learners want listeners to raise their hands, applaud, or perform some specific action, they will enhance the response by doing it yourself as an example.

1.4.2.2.1.4 Examples of Positive Gestures

(Mechele2020) suggested the following gestures as forms of positive reaction.

1.4.2.2.1.4.1 Head Tilted to One Side

A tilted head demonstrates that a person is listening keenly, or is interested in what is being communicated

1.4.2.2.1.4.2 Stroking the Chin or Beard

When one strokes the chin, he or she is communicating deep thought. Such a motion is often used unintentionally when an individual is trying to come to a decision about a matter. It indicates thoughtfulness and interest.

1.4.2.2.1.4.3 Leaning In

When learner want to get closer to someone because he likes them, trust them, or are interested in them, he tend to lean his whole body in their direction. For this message to get sent to the person he's speaking with, it's important not to over learn and invade their space.

1.4.2.2.1.4.4 Head Nodding

A simple way to show that learner is listening and agreeable is to nod in acknowledgement of good points or questions that don't require a verbal answer. Smiling while he nods makes this action even more positive.

1.4.2.2.1.4.5 Firm Handshake

A firm, but not painful, handshake indicates self-confidence and respect. If a pupil reaches out for the handshake first, it signals he is interested.

1.4.2.2.1.5 Examples of Negative gestures

Negative body language is often called defensive body language. This is when your movements and gestures show you are insecure, closed-off, unapproachable, hostile, or disinterested. The following are examples of negative body language provided by (Mechele2020) and what they communicate to others.

1.4.2.2.1.5.1 Arms Crossed Over the Chest

This example of body language can indicate that a person is being defensive. It can also demonstrate that the individual with crossed arms disagrees with the opinions or actions of other individuals with whom they are communicating.

1.4.2.2.1.5.2 Nail Biting

Nail biting is a type of habit that can demonstrate stress, nervousness, or insecurity. Oftentimes, people bite their nails without even realizing it.

1.4.2.2.1.5.3 Hand Placed on Cheek

This example of body language can indicate that a person is lost in thought, or is considering something. Sometimes when the hand is on the cheek, it is accompanied by a furrowed brow, which further demonstrates deep concentration. A person this lost in thought is not paying attention anymore.

1.4.2.2.1.5.4 Tapping or Drumming Finger

Finger-tapping demonstrates that a person is growing impatient or tired of waiting. It's a sign of boredom.

1.4.2.2.1.5.5 Touching the Nose

When someone touches or rubs their nose, it can signify a number of things. It can be a signal of disbelief or rejection, and it can also demonstrate that an individual is being untruthful about what they are saying.

1.4.2.2.1.5.6 Placing Fingertips Together

"Steepling" of the fingers, or placing the tips of them together, is a demonstration of control and authority. This type of body language can be used by bosses or authority figures to subtly demonstrate that they are running things.



Figure 2: Gesures suggested by Mechele

1.4.2.2.2 Facial Expression

Learners perceive facial expressions as conveying meaning. They are the key to understand peers communicative responses. Facial expressions are described to be the collection of muscle movements to communicate internal emotional information to others about the particular context. Indeed, it is a form of nonverbal communication. A facial expression is one or more motions or positions of the muscles beneath the skin of the face. These movements convey the emotional state of an individual to observers. Facial expressions were defined as:

Facial expressions can also express shock or great surprise. In these emotional states, a person's mouth is wide open because the jaw muscles are relaxed due to shock and the chin drops. There is, however, a time when the mouth unconsciously opens and it is not due to shock or surprise.

(Nierenberg and Calero, 2010: 19)

Facial expressions are often the key determinant of the meaning behind the message. Understanding facial expressions is a crucial aspect of nonverbal communication. You won't get the entire story if you simply listen to what someone says and disregard what their expression is telling you. Often, words don't match emotions, and a person's expression reveals what they're really experiencing.

1.4.2.2.1 Examples of Facial Expressions

Cherry (2017) has approved that facial expression shape the way we think, facial expression are the result of spontaneous reactions. We consider the most frequent facial expressions in peer feedback as follows:

1.4.2.2.1.1 Eyes

According to Brown (2001) “Eyes can signal interest, boredom, empathy, hostility, attraction, understanding, misunderstanding, and other messages. The nonverbal language of each culture has different ways of signalling such messages”(140).

That is to say, eyes are the key to understand peers intention, some students react to peer feedback using their eyes only. Students’ eyes are often described to be "windows to the soul," and they frequently use them to figure out how someone else is feeling (Cherry2017)

Quick blinking is a sign of anguish or discomfort besides blinking too slowly is a sign of indifference which may mean that a person is trying to control their eyes. Furthermore, dilated pupils show interest.

Staring intently indicates attenuation as (Hart2011) confirmed in his speech “In turn, the attentiveness generated by your effective eye contact can serve as a source of strength and encouragement for you” (p29)

When evaluating body language, mouth and lip are other important signals:

1.4.2.2.1.2 Mouth

Expressions and movements can also be essential in reading body language. For example, chewing on the bottom lip may indicate that the individual is experiencing feelings of worry, fear, or insecurity. Covering the mouth may be an effort to be polite if the person is yawning or coughing, but it may also be an attempt to cover up a frown of disapproval:

Pursing tightening the lips might be an indicator of distaste, disapproval, or distrust. People sometimes bite their lips when they are worried, anxious, or stressed. While covering the mouth is an intention to hide an emotional reaction, people might cover their mouths in order to avoid displaying smiles or smirks.

Slight changes in the mouth can also be subtle indicators of what a person is feeling. When the mouth is slightly turned up, it might mean that the person is feeling happy or

optimistic. On the other hand, a slightly down-turned mouth can be an indicator of sadness, disapproval, or even an outright grimace.

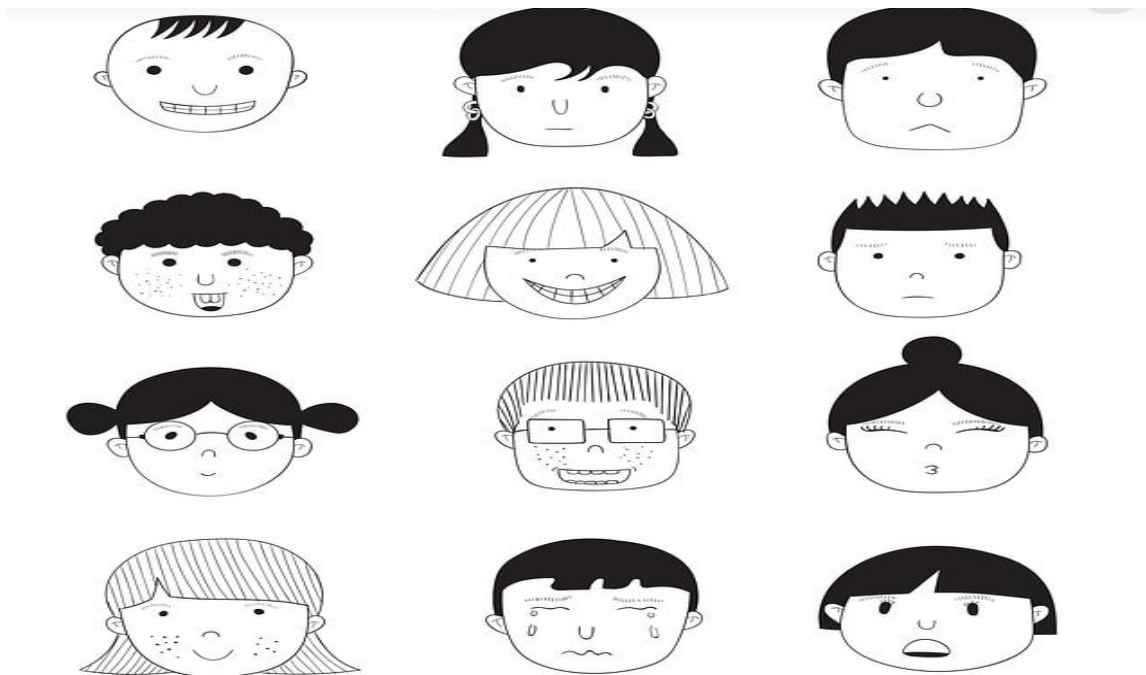


Figure 3: Facial Expressions by Kendra

1.5 Teacher's role and responsibilities in fostering positive atmosphere

It is no doubt that learning happens effectively, only when positivity is spread around the classroom. Although learning should be learner-centred, it is up to the teacher to enhance the atmosphere of the classroom, to encourage constructive behaviours and demolish the negative ones.

1.5.2.2 The Role of the Teacher

It is an undeniable fact that the teacher has the major role in controlling the class and the general setting. Teachers' decisions are what affect the whole process of learning, thus it is his role to promote positivity in the classroom, in order to manage the classroom, support, and protect the learners.

1.5.2.2.1 Teacher as a Manager

The teacher must have the ability to arrange and accomplish different modes of classroom activities, including group work. In addition, a skilful leader has the ability to lead and activate the students, irrespective of the type of classroom practice. This teacher role is significant for all social courses of events in the classroom, and for the relationship between

all involved individuals. The teacher manages to provide a suitable atmosphere along which the students feel comfortable for learning. The teachers decide about the topics that motivate learners to interact well. Teachers must include five pupils at least in one group to increase participation and feedback. The one group must include a high ability student to create diversity in groups and to avoid conflicts between capable peers. (Muñoz-Hurtado 2018)

1.5.2.2.2 Teacher as a Protector

Teachers may play a protective role when conflicts between peers start up in the class. This is important because aggressive children are at greater risk of rejection, antisocial behaviour and victimization. A close relationship with the teacher can reduce the severity of victimization over time. For children who are neglected by their peers, teachers' relatedness can result in more academic engagement and the development of a more positive self-concept, which in turn would reduce the risk of internalizing problems. (Shy et al 2021)

1.5.2.3 Teacher's Strategies to Empower Peer Feedback:

Skinner (1993) clarified that peer interactions affect children's development and school performance. As regards teachers, their impact on engagement and school motivation is also known. Teachers promote constructive peer feedback by considering the following strategies recognizing peer affiliation, setting school norms and ethics in addition to putting up the learners with the appropriate seating arrangement.

1.5.2.3.1 Affiliation of Learners

Teachers can determine their students' acceptance or rejection to their friends only if they observe their attitudes and behaviours on a daily basis. The teacher's reasonability is to select group's projects and seating arrangement based on his analysis in the classroom.. In other word, teachers are required to consider peers treatments to each other's. The teacher detects aggressive students, enemies and competitors in order to not join them in one group to avoid any conflict.

Passing over these solutions may lead the student to be embarrassed and afraid if they are victims or being bullied. Observation is the best tool to look for the consequences of interaction in group discussion. To sum up, the interpretations of the students about their classmates help the teacher to select groups and reconsidering school norms.

1.5.2.3.2 Instating Norms

Teachers who highlight a child's negative attributes in the presence of peers, such as punishing unwanted behaviour, can reinforce a student's negative peer reputation by calling attention to negative behaviours. For example, if peers dislike Student C, the teacher who punishes Student C for unwanted behaviour is highlighting this student's bad behaviour and may be unintentionally reinforcing peers' negative perceptions of him. Positive peer feedback promotes positive evaluation of peers in the classroom. Especially for extended periods of group work, establish how group members should interact with one another, including principles such as respect, active listening, and methods for decision making.

1.5.2.3.3 Seating Arrangement

Teachers create seating charts based on what they consider to be the most prominent needs in the classroom. The space arrangement of the classroom, especially the seating arrangement, may have unintentional social consequences for children. Sitting together, known as spatial proximity, provides children with opportunities to interact and form positive relationships. Seating arrangements also have an indirect peer effect. Children are more likely to perceive friendship between people sitting near each other, regardless of their actual friendship. This is important because they often take advantage of opportunities for social interaction.

1.6 Conclusion

This chapter presented the literature review of the most important theoretical data necessary to explore the effect of peer feedback. In this chapter, the literature review shed the light on both variables. The first variable tackled the classroom interactions and the variety of learners' and their individual differences. Then, we moved to highlight both sides of peer influence, whereas the second section presented the second variable which is peer feedback, the researcher focused on the definition of peer feedback, the verbal and non-verbal reactions on peer feedback and the teacher role to develop the learner affective filter. The literature review is the first study that should be provided with evidence that confirm or deny the background suggested above.

CHAPTER TWO

FIELD WORK

2.1 Introduction

Research has been conducted in the field of educational psychology covering the study of the learner affect. This chapter includes empirical evidence including both qualitative and quantitative methods used to obtain data about the research study. Therefore, the present study aims at exploring the effect of peer feedback on the affective filter of learners in middle schools. The purpose behind is demonstrating the correlation between peer feedback and learners perception. Thus, the findings tend to provide instructors with the most influential factors leading to the existing of undesirable behaviour.

This chapter gives an outline of research methods that were followed in the study. It provides information about the participants, including, the criteria for inclusion in the study, who the participants were and how they were selectively sampled. The researcher describes the research design that was chosen for the purpose of this study and the reasons for this choice. The instrument that was used for data collection is also described and the procedures that were

2.2 Research Design

To carry out this research in a scientific manner, it has followed a mixed method (qualitative and quantitative) to investigate the impact of peer feedback on the affect of middle school learners especially during EFL classes, moreover, it sheds light on the importance of peer feedback, and aims to find solutions to create a positive collaborative learning atmosphere and use the peer feedback as a tool that effectively assists the instructional process. It aims at making a correlation between the peer feedback and the learners' affect. The choice of methods depended on the hypotheses induced earlier.

Three data collection tools were employed to realise this project. In terms of qualitative data collection, a classroom observation and an interview with middle school teachers were conducted. A questionnaire administered to middle school learners was the instrument used to obtain quantitative data.

2.2.1 The Observation

Due to the delicacy of the topic, a classroom observation was employed as the first qualitative research instrument. When it comes to psychosocial studies within an academic context, an observation on the subject of the study must be undertaken in order to collect data

about the interactions that occur in the classroom, mainly, learners' behaviours and affective reactions when giving and receiving peer feedback in the classroom setting.

2.2.1.1 The sample

Middle school learners are the target category for this research, thus the sample included four classes from two different middle schools in two different cities in the wilaya of Tiaret.

The participants were divided as follows :

- First year group with the total of 22 pupil at HadeF Benyamina MS (Sidi Abderrahmane)
- Second group class with a total of 25 pupil at Abderrahmane El Bezzaz MS (Mahdia)
- Third year group with a total of 30 pupil at HadeF Benyamina MS
- Fourth year group with a total of 19 pupil at Abderrahmane El Bezzaz MS

A participant unstructured observation was conducted for the present research, where the researchers are the actual teachers of these classes, and no plans were made ahead to allow non-biased interactions happen in the classroom to obtain valid first-hand information.

The learners subjected to the study were not informed about the objective of the study to permit spontaneous behaviour and avoid observer paradox.

2.2.1.2 Observation in details

We have conducted observation on our own learners to analyse their interactions with a main focus on the impact of the feedback they provide to each other on their affective state.

The observation took place during four sessions for each group. The session was selected according to lessons presented which were writing, reading, listening and grammar.

Field notes were jotted down whenever feedback was provided along with the reactions on it. The main focus was on the verbal and nonverbal actions and reactions of both the giver and receiver of the feedback.

Eyes and mouth movement along with gestures were noted as a part of the body language, and the discourse was also quoted in terms of verbal interaction.

2.2.1.3 Results of the Observation

From what has been noticed, peer feedback occurs on a regular basis, however the frequency varies depending on the nature of the lesson, and the state of learners.

Generally the feedback is at its highest when there is a productive skill lesson, learners tend to comment on each other's' written and oral productions, they correct spelling and pronunciation mistakes of their classmates whenever found.

Learners may restraint from giving feedback when they feel bored, tired or confused.

Some interesting interactions took place between learners when giving or receiving feedback, and they are classified as cases as the following.

2.2.1.3.1 Case1

A female learner at the first grade corrected her classmate when she mispronounced a word. The receiver responded aggressively and said "*it's none of your business*". The two females are known to compete against each other to get the highest grades.

2.2.1.3.2 Case2

A first grade learner had difficulties when reading a sentence, his classmate who is also his best friend helped him through. He responded by smiling and head nod.

2.2.1.3.3 Case3

A second year learner helped her peer in a writing task to find the appropriate vocabulary, the learners smiled at each other and high-fived.

2.2.1.3.4 Case4

One learner in the third grade was bullied by his own peers when he couldn't read correctly. His classmates laughed on his performance. He felt ashamed and requested the teacher to never ask him to read again.

2.2.1.3.5 Case5

A fourth year learner laughed at his classmate's written expression, the receiver responded aggressively and told him to "*shut up*".

2.2.1.3.6 Case6

A fourth year female learner turned around and gave her classmate a mild gaze when she corrected her pronunciation.

2.2.2 The Questionnaire

The choice of this instrument was based on the nature of the topic, since it determines the relationship between peer feedback and the affective filter of learners within middle

school. In the same respect, the questionnaire explores the impact of peer feedback on learners' way of thinking by being a source of logical, unbiased results, since learners are quite comfortable to express their thoughts and emotions without any fear, due to the anonymity guaranteed. The questionnaire provided this research with the needed numerical statistics, and in order to obtain valid results, the SPSS, which is a software package "first released in 1968 by Norman H. Nie and his colleagues", it is used for statistical analysis in social sciences domain ;thus, the program was carefully used as an analysis software tool.

2.2.2.1 The Questionnaire Sample

Questionnaires were administered to 120 middle school pupils, in the same schools where the observation has been conducted, in order to answer anonymously and honestly. Three criteria were taken into consideration while choosing the sample of respondents to assure the variety and exhaustiveness of the research. These criteria are age , gender, and individual differences .

2.2.2.1.1 Age

Age is very important factor when conducting a questionnaire. People change behaviour and thoughts as they get older. The researcher can potentially gain a lot of valuable details during analysis of their reaction to reveal whether there is a correlation between age and subsequent opinions and behavioural traits. The questions were asked to determine what relationship can be established between the age of the respondents and their personal perception of peer feedback. The age of the sample was from 11 to 18 years old.

2.2.2.1.2 Gender

Gender is another criterion that can influence the survey. A person's gender can have a huge effect on their way of thinking, thus, generally, affecting the result of the survey. Men have a stronger left hemisphere while women can balance both hemispheres. This is the reason why females tend to be more aware of their emotions in contrast to males, while the latters are inclined to think from an objective, task oriented point. In this survey, 120 participants are divided into 54 male and 66 female.

2.2.2.1.3 Academic Achievement

It would be useful to consider intelligence and the ways in which thinking varies from one person to another as a criterion while conducting a research. Intelligence is a word that has been in general use for people who have a high degree of analysis, interpreting and

responding to questions correctly. Indeed, there are some people more intelligent than others that some people learn more rapidly and perceive well. There is a slight difference in perception when capable peers are in front of less capable peers. The way they react and behave is also different.

2.2.2.2 The Questionnaire in Details

This instrument is consisted of twelve close-ended questions, two that are mixed and one which is open-ended to and they are classified as follows:

- A section of general information (age, gender and level)
- Learners' interest in learning English along with peers Q1, Q2, Q3
- Learner's attitude towards their peers and group work Q4, Q5, Q6
- The attitude of learners towards peer feedback Q7, Q9
- Learners' tolerance of peer feedback Q8, Q14
- Learners' affective reaction when receiving peer feedback Q10, Q12, Q13
- Learners' conception of peer feedback Q11
- Learners' view of peer feedback as a source of support in learning. Q15

The questionnaire was administered in Arabic to include all pupils regardless of their proficiency in the English Language.

2.2.2.3 Pilot Study

The questionnaire was administered to a group of 5 learners from different levels to check the clarity of the questions. The respondents showed positive reactions towards the questionnaire as a proof of the absence of ambiguity and the clarity of the questions of the addressed questionnaire.

2.2.2.4 The Questionnaire Results

As expected, the questionnaire revealed critical information about the topic. Different charts and tables are used to display the results and they go as the same order of the questionnaire. Pie charts of the percentage of all respondents are used along with charts of a certain category when there is significance in their answers.

2.2.2.4.1 General Information

a- How old are you ?

Age	N	%
11	10	8,3%
12	20	16,7%
13	28	23,3%
14	28	23,3%
15	21	17,5%
16	4	3,3%
17	6	5,0%
18	3	2,5%
Total	120	100,0%

Table01 : Learners' Age

The samples age varied from 11 to 18 years old.

b- Are you a male or a female ?

Gender	N	%
Male	54	45,0%
Female	66	55,0%
Total	120	100,0%

Table02 : Learners' Gender

The sample consisted of 45% males and 55% females.

c- In which grade are you ?

Level	N	%
First year	23	19,2%
Second year	35	29,2%
Third year	33	27,5%
Fourth year	29	24,2%
Total	120	100,0%

Table03 : Learners' Level

19,2% of the respondents are first year middle school pupils.

29,2% of the respondents are second year middle school pupils.

27,5% of the respondents are third year middle school pupils.

24,2% of the respondents are fourth year middle school pupils.

2.2.2.4.2 The Questions

Q1: Are you interested in learning English?

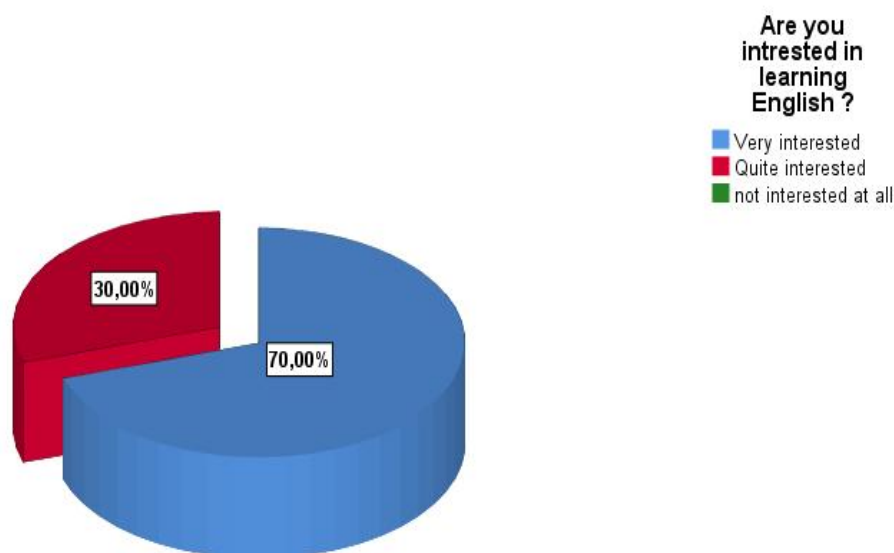


Chart 01 : Learners' Interest in Learning English

The majority of learners affirmed their great interest in English with a total of 70%. The remaining 30% said they were somehow interested, while none of the respondent denied interest in English.

Q2: Do you practise English with your friends outside the class?

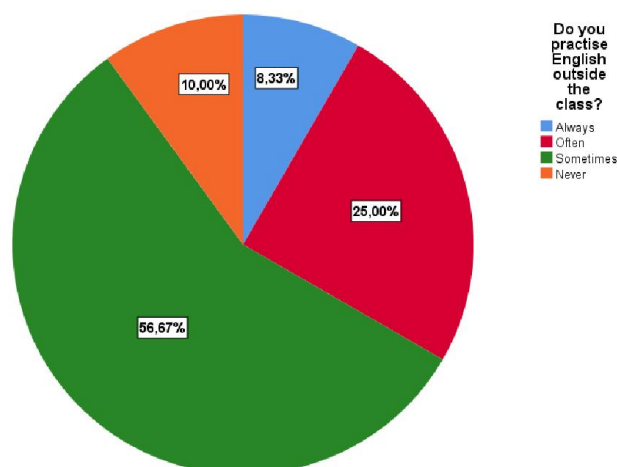


Chart 02 : Learners' Consistency in Practicing English.

56.7% of learners said they sometimes practice English outside the English sessions.

25% said they often do.

10% declared that they never practice English

8.3% said they do it on a daily basis.

Q3 : Do you think it is important to practice English with your classmates ?

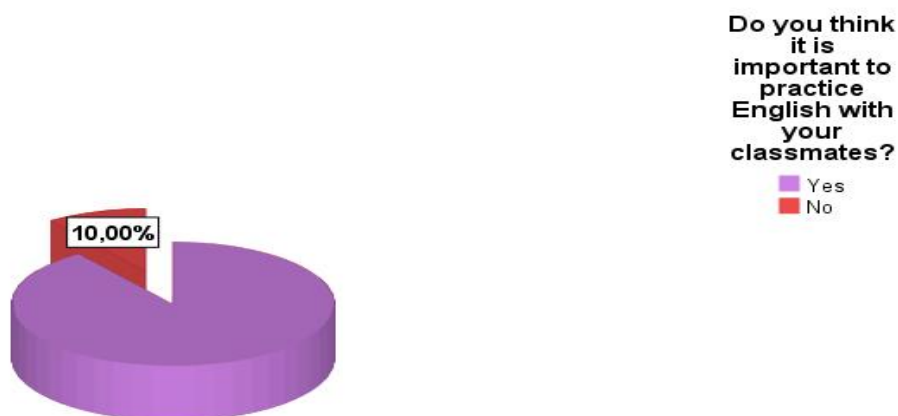


Chart03 : the Importance of Practicing English with Peers

The striking majority acknowledged the importance of practicing English with peers with a total of 90% While the rest neglected that importance.

Q4 : I like giving and receiving help from my classmates.

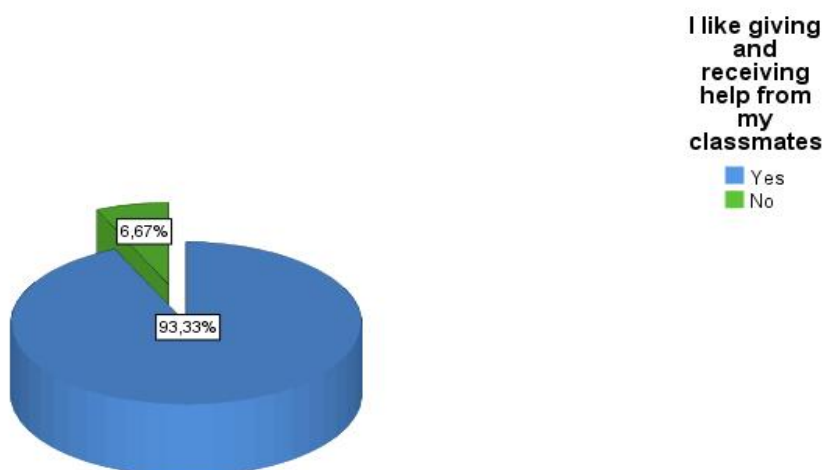


Chart4 : Learners' Attitude Towards Peer Support

The total of 93.33% of the learners answered that they like exchanging help with their peers while only 6.67% said that they don't.

Q5 : How would you describe your classmates

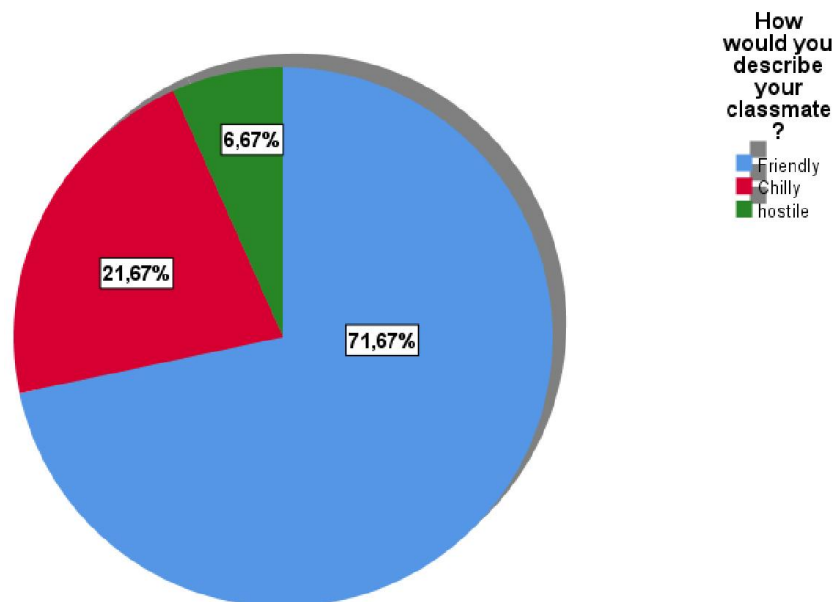


Chart 5.1 : Learners' attitude toward their classmates

71.67 % of learners find their classmates friendly

21.67% say they are chilly and 6.67% of learners say that their classmates are hostile.

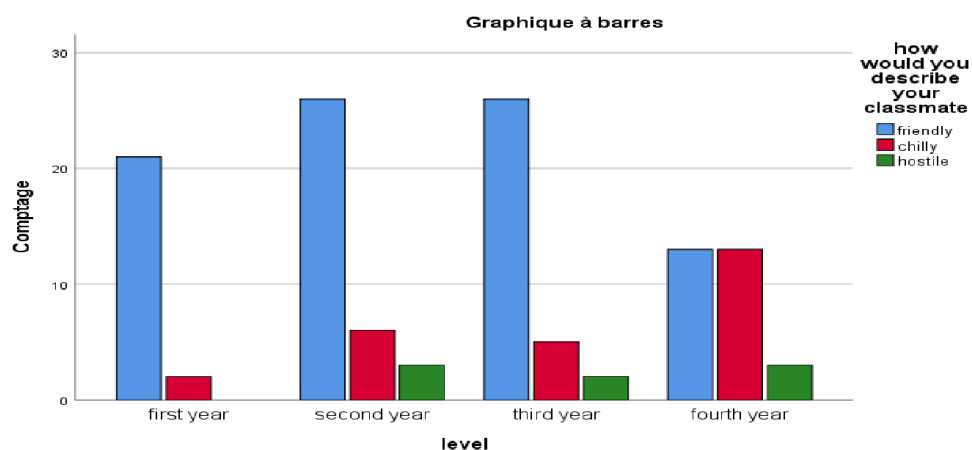


Chart 5.2 : Learners' attitude toward their classmates according to their levels

None of the first year learners affirmed the hostility of their classmates. **44.8%** of fourth year pupils find their classmates friendly, **44.8%** find them chilly and **10.3%** claimed their classmates as unfriendly.

Q6 : How do you find group work in your class ?

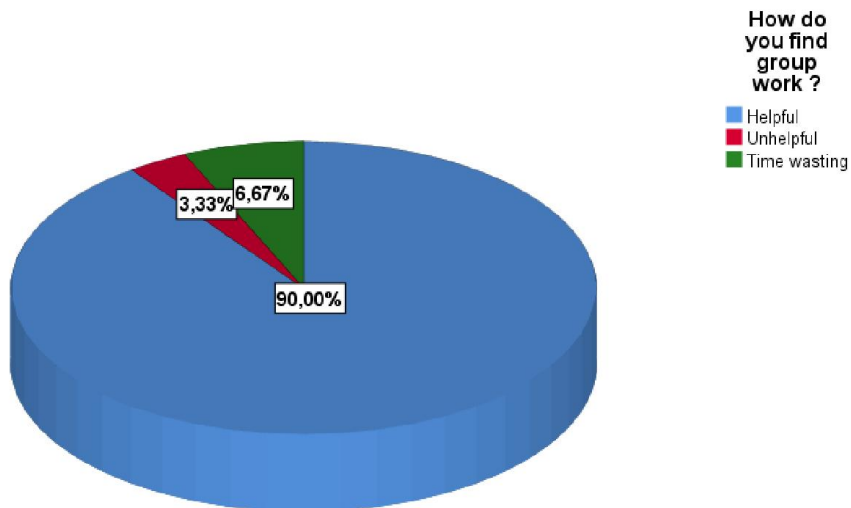


Chart6 : Learners' attitude toward group work

90% of learners find group work helpful

6.7% say it's time wasting

3.3% find it unhelpful at all.

Q7 : Do you think that your classmates' feedback is important ?

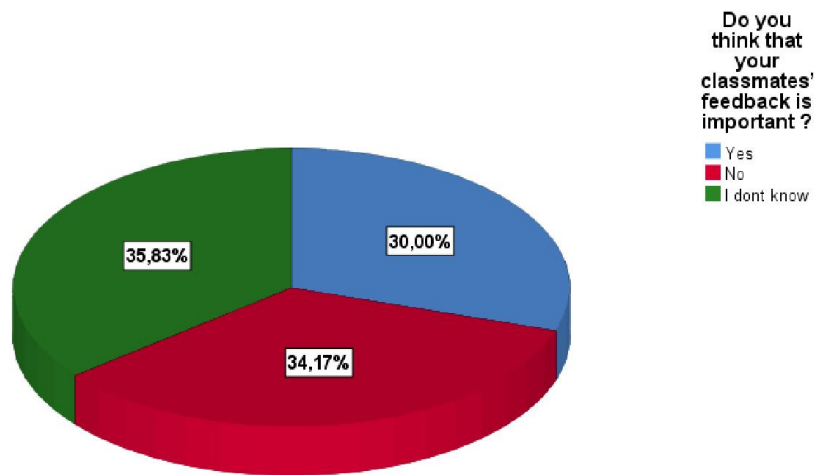


Chart 7.1 : Learners' View of the Importance of Peer Feedback

30% said it is important.

34.2% said it's not .

35.8% said they are not aware of its importance.

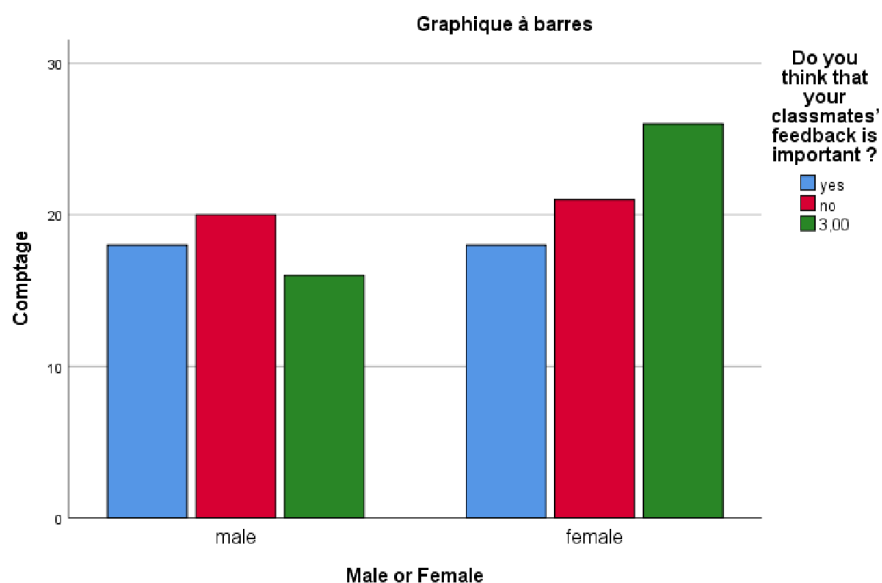


Chart7.2 : Learners' View of the Importance of Peer Feedback according to Gender

Females were the least aware of the importance of peer feedback while males had approximately equal opinions.

Q8 :Do you accept your classmates giving feedback on your performance or production ?

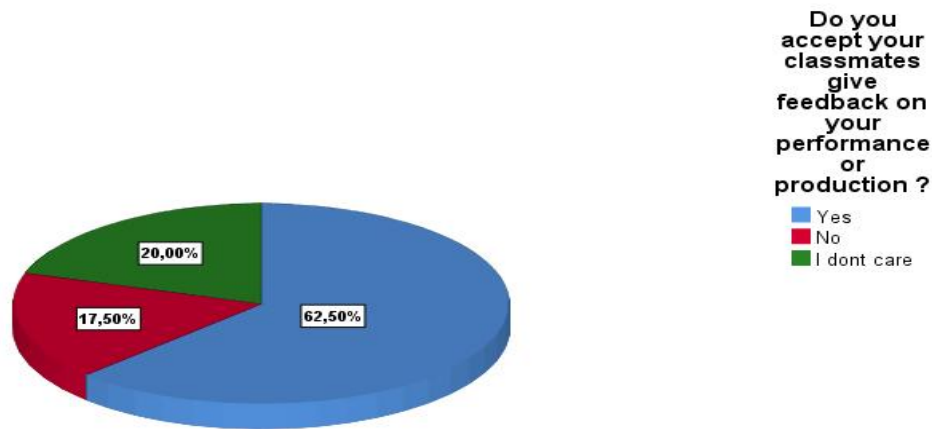


Chart 8.1 : Learner's tolerance of peer feedback

62.5% of learners showed tolerance towards peer feedback

20 % were indifferent about it while 17.5% refuse it.

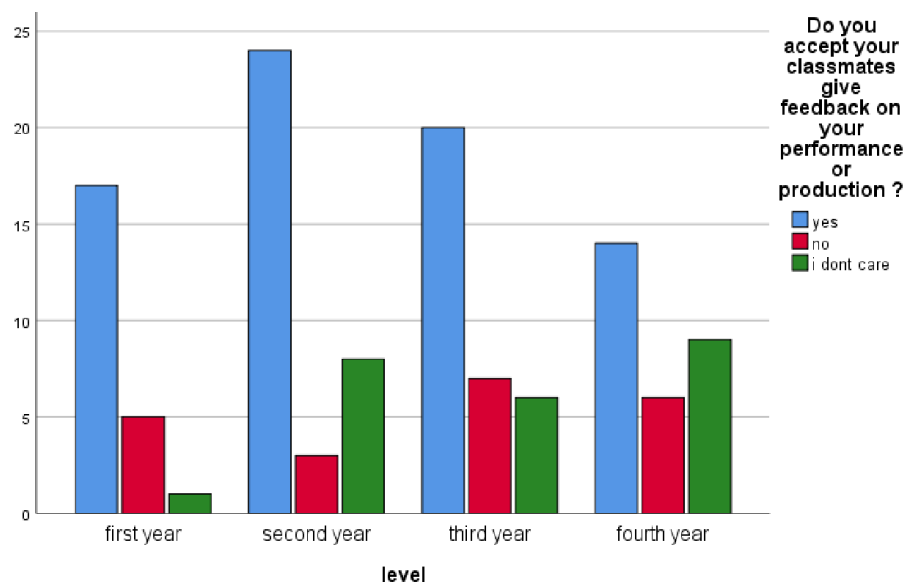


Chart8.2 : Learner's Tolerance of Peer Feedback according to Level

The nonchalance towards peer feedback seems to rise with the progression of age.

Q9 : How often do your classmates provide feedback on your production or performance.

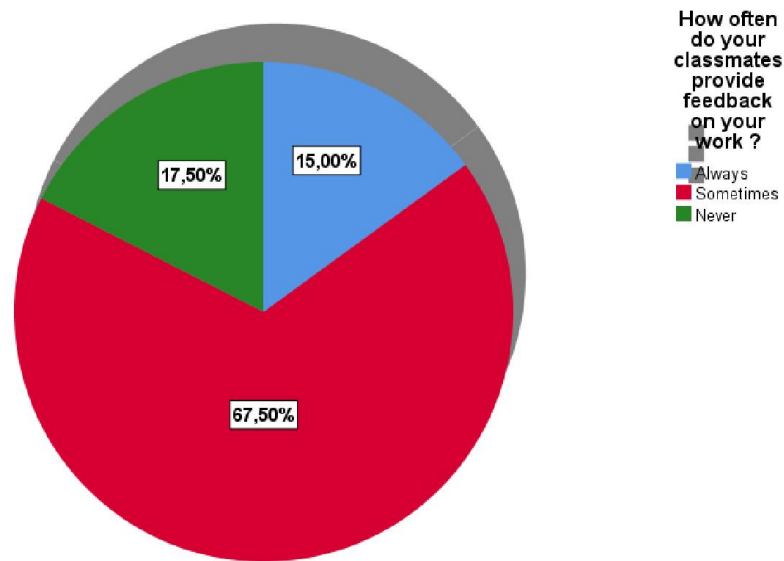


Chart9 : Frequency of peer feedback in the classroom

15% of learners say that they always receive feedback

67.5 % say they sometimes do

17.5% say they never receive any feedback.

Q10 : when my classmates corrects me :

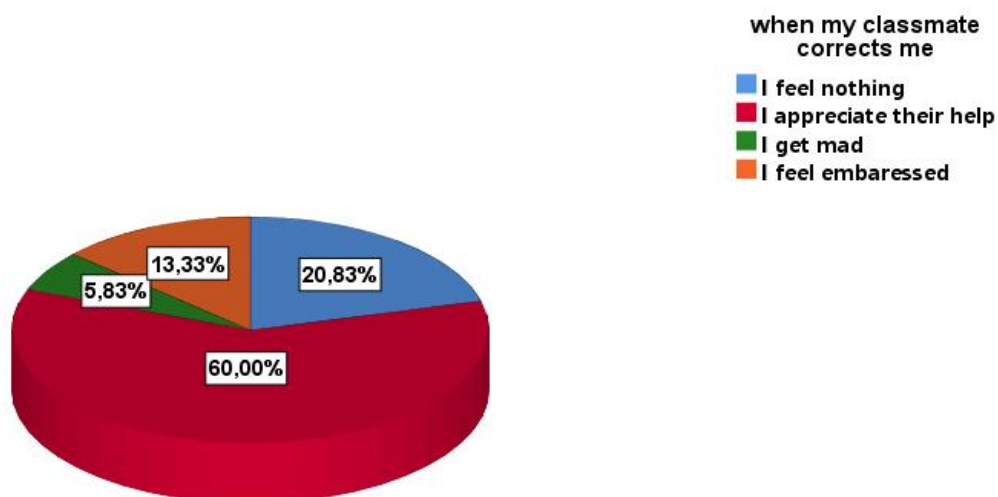


Chart 10.1 : Affective Reaction towards Peer Feedback

60% of learners appreciate their peers' help. 20.83% of them are indifferent about it

13.33% feel embarrassed while 5.83% feel angry.

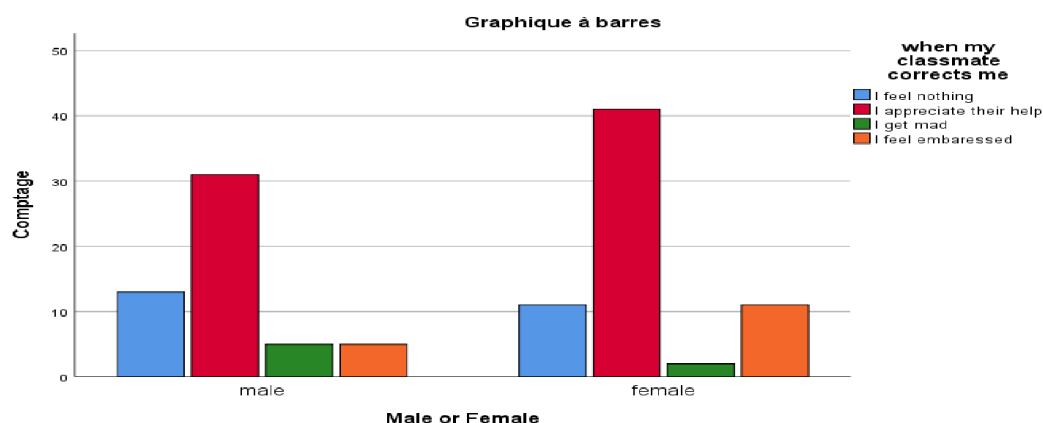


Chart10.2 : Affective reaction towards peer feedback according to their gender

63% of girls appreciate their peers help while 57% of boys do

9.3% of males get either mad or embarrassed when being corrected by their peers while 17% of girls are more likely to feel embarrassed.

Q11 : My classmates comment on my performance because they want to

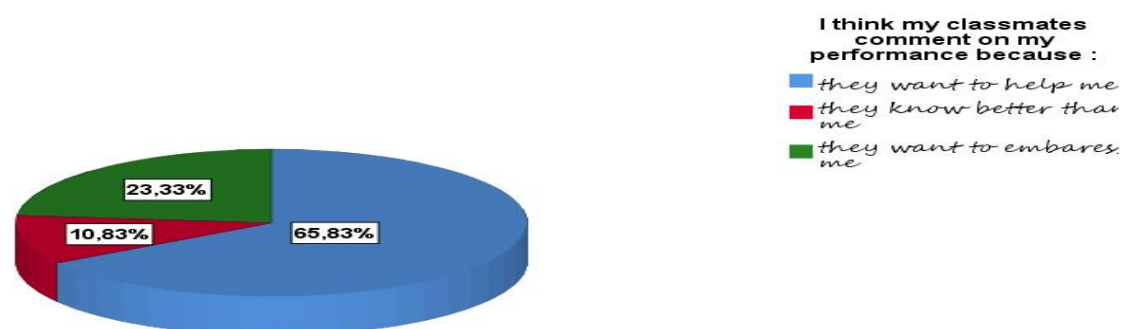


Chart11 : Learners' conception of Peer Feedback

The majority of learners think that their peers want to help them through feedback

23.33% see it as a source of embarrassment, while 10.83% think that they know less than their peers.

Answers on the open part were as the following :

9 learners responded negatively by saying that their classmates want to bother them , mock them, because they hate them or because they were jealous of them.

8 learners responded positively by saying that their peers love them, care about them, because they want to level up the class performance, or since they were a team.

Q12 : When I mispronounce a word and my classmate corrects me I find it .

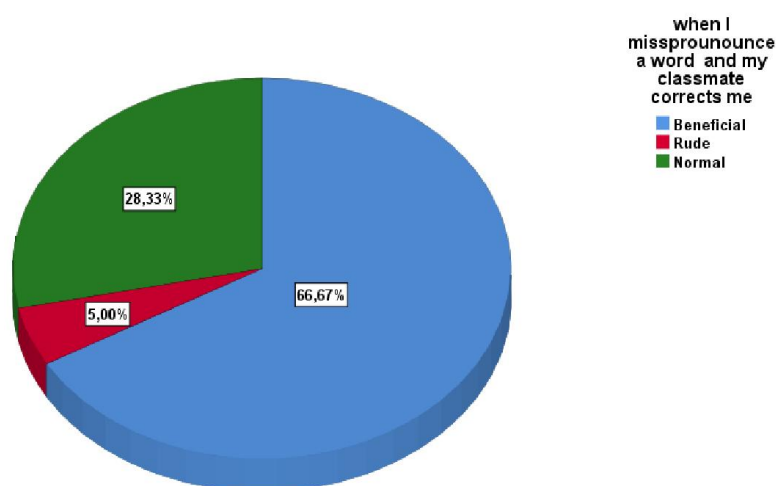


Chart 12 :Learners Attitude toward Corrective Peer Feedback

66.7%of learners found it beneficial when being corrected by their peers

28.3% find in normal while 5 % see it as rude.

Q13 : If you wrote on the board and your classmate said you should improve your handwriting would you

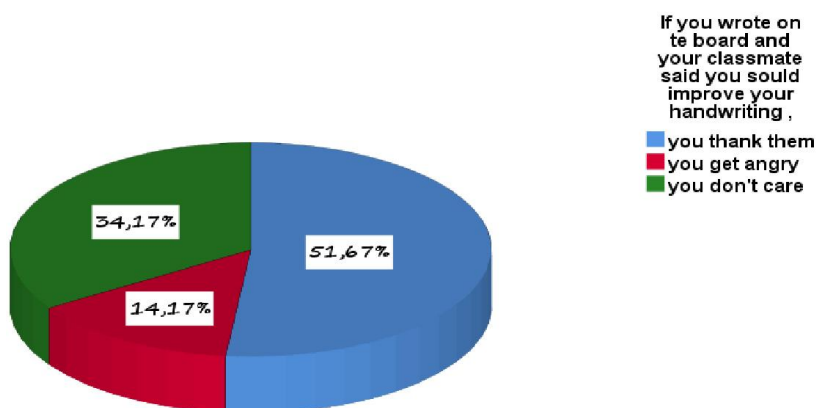


Chart 13.1 :Learners' Reaction on Directive Peer Feedback

Nearly half of the participants said they would positively react to their classmates advice on improving their handwriting while **34.2%** of learners said they wouldn't care and **14.2%** said they would feel angry.

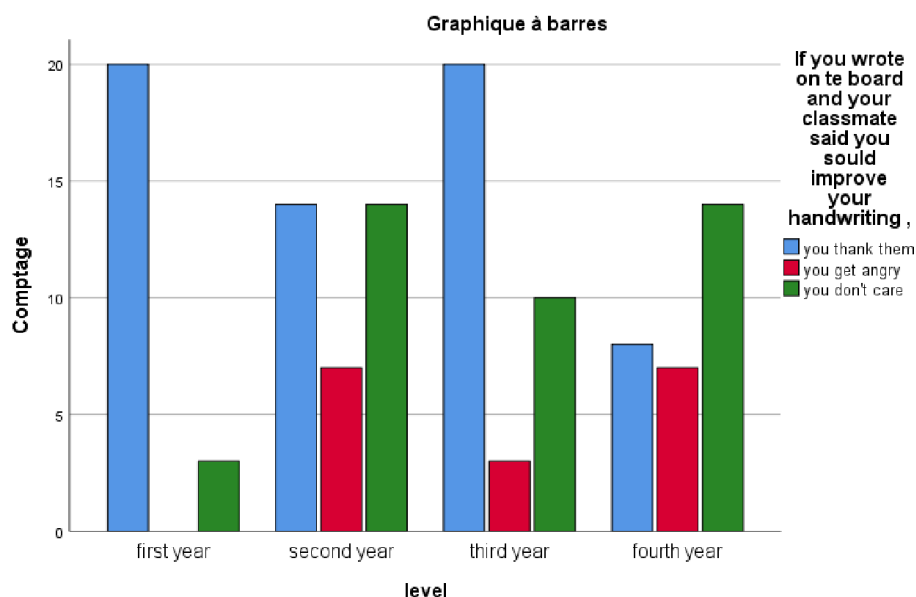


Chart 13.2 :Learners' reaction on directive peer feedback according to their level

None of the first year pupils said they would get angry when receiving such feedback while fourth year learner show less care toward it.

Respondents to the open suggestions answered as the following :

3 learners said they wouldn't write again.

5 male learners said they would hit or fight with their classmate.

Q14 : I prefer my written expression to be corrected by

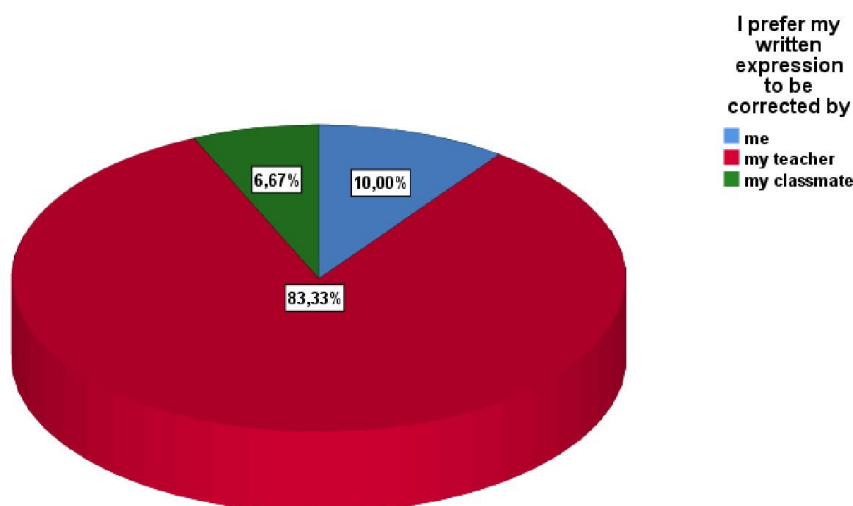


Chart 14.1 : Learners Preferable Type of Feedback

The majority of learners prefer their teachers' feedback, while 10% prefer self-assessment. Only 6.7% agree if their written expressions were corrected by their peers.

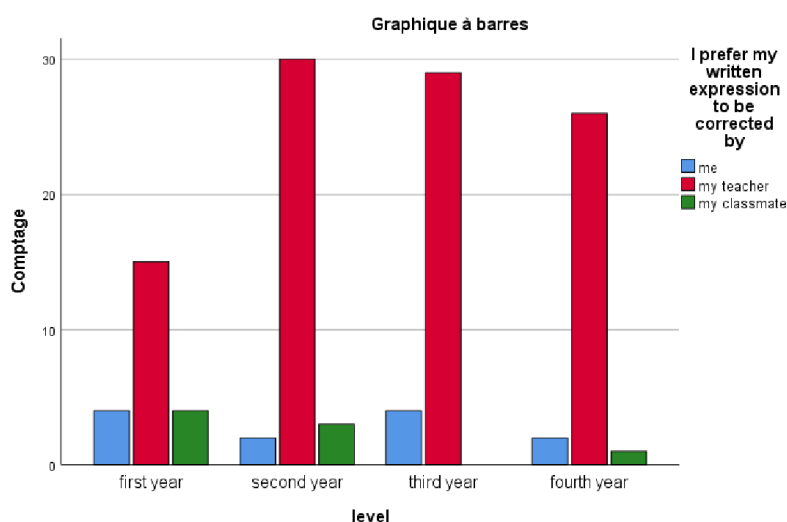


Chart 14.2 : Learners preferable type of assessment according to their level

First year learners are more acceptant to their peer assessment while none of the third year learner do so.

Q15: What do you think of your peer feedback, does it help you learn better ?

This question has an open end; learners were given the chance to freely express their minds about peer feedback.

73.3% of learners agreed on the benefit of peer feedback as a supporting source in learning with an emphasis that it's constructive and well-oriented.

11.6% said that it somehow support learning only if it were well organized.

5% of learners said that it's not important and it doesn't help learning due to the chaos.

10% of learners abstained from answering.

2.2.2.5 Preliminary overlooks upon the questionnaire results

The questionnaire has been effectively conducted with learners; they showed great enthusiasm and were immensely cooperative and responsible in answering the given questions. Unexpectedly, they had some thoughtful answers concerning the open-ended and the mixed questions, beside their honesty when speaking about their feelings and attitudes toward peers and their feedback. The questionnaire aimed to investigate the learners' tolerance and conception of peer feedback, their emotional reaction when giving and receiving feedback, and their insights about group activities and peer interactions. The primary results show that learners have a great tolerance towards their peer interventions, however, they are not fully aware of its importance as a learning tool. Reactions vary when it comes to peer feedback due to different factors especially age and gender.

2.2.3 Interview

We deployed an interview as our third tool to collect qualitative data. A group of teachers have been selected as the sample for this interview. It sheds the light on teachers' insights and points of view concerning peer feedback, in addition to that it aims to elicit teachers' strategies in implementing peer feedback as a source of support in the teaching-learning process, along with endorsing only the constructive aspects of peer feedback. For its significant advantages, we opted for the tape recording with the teachers in face-to-face interviews, written form interviews, as well as video calls when necessary. The interview comprises 8 question tackling various aspects concerning the importance of peer feedback; different reactions of learners when receiving it and the factors that rule those reactions, besides the teacher's strategies to employ constructive peer feedback.

The rationale behind choosing this instrument is to approach the topic from different angles, and assure exhaustiveness in the research since the topic is about an

educational matter, and one of the core elements of education is the teacher. Teachers are the closest to their learners and they know better when it comes to them, thus they would benefit the study with their insights.

2.2.3.1 The Sample of the Interview

The interview was conducted with 13 middle school teachers. English teachers are randomly chosen from different middle schools all around Algeria. All of them are EFL governmental instructors of different age, experience and teaching strategies. Some teachers are novice while others have a great deal of experience in teaching. Experience is one criterion in choosing the participants. Teachers also differ in terms of authority, some are flexible and tolerant while others are stiff and strict which is the second scale in selecting the teachers.

2.2.3.2 The Interview in Details

The interview is structured. It encompasses 8 pre-planned questions that have been divided into 3 sections to help the interviewees smoothly respond to the questions.

The questions were classified as the following

- The teachers' degree of interest in peer feedback Q1, Q2, Q3
- The teachers' view about the learners' tolerance and attitude toward peer feedback Q4, Q5, Q6
- The teachers' background knowledge and strategies in the implementation of constructive peer feedback in the classroom setting. Q7, Q8

2.2.3.2.1 Teacher's Attitude towards Peer Feedback

The first section is about the teachers views of the efficacy of peer feedback in learning. The teacher pre-disposition about peer feedback is very important as they are in close relation to their pupils. Their analytical view through experiencing the effect of peer feedback the classroom helps the researcher to detect the impact of peer feedback on the learner's themselves. The main concern is to what extent peer feedback serves teachers as well as learners. The answer depends on the teacher's observations through their career.

The questions were put forward as the following:

1. Are interactions, in the educational context, between learners helpful?
2. How do you think that peer feedback improves the learning process?

3. To what extent do you tolerate peer feedback (learner's giving feedback on each other's performance and production) in your classroom?

2.2.3.2.2 The Teachers' view about the learners' tolerance and attitude toward peer feedback

This section aims to elicit teachers' observations of learners' emotional reactions and the behaviours shown when peer feedback emerges in, along with teachers' own interpretations of the causes of these conducts and affective responses.

The questions were put forward as the following:

4. Do learners react the same way when they receive feedback from their classmates?
5. What are these reactions?
6. Up to your judgment, what are the factors that influence those different reactions among your pupils?

2.2.3.2.3 Teachers' strategies to implement constructive peer feedback

This set of questions aims to figure out which activities require peer feedback to support the teachers' feedback; in addition to that it seeks to induce the strategies that teachers deploy to keep the peer feedback constructive.

7. What are the activities that require peer feedback to back up the teacher's feedback?
8. How can you encourage giving and receiving feedback? Mention at least 2 strategies to keep peer feedback constructive?

2.2.3.3 Interview Results

The face to face interview, tape recordings, video calls laid out different perspectives. Teachers from different regions In Algeria were asked to share their view points about the research problem. The interview atmosphere was suitable and relaxing apart from noisy spaces. It is no secret, that the topic is well known by the majority of teachers. They appeared interested in the questions; since, they were about the psychology of learners, their curiosity was the leading motive to respond to the interview questions. Their views were generally about experiences and observation as to learner's behaviour in the class, their cognitive view about the outcome of peer feedback.

The interview was extremely crucial to get the least information about peer feedback. Although, the interview language was easily understandable yet some teachers showed

confusion. Therefore, we ought to explain the question again and prompt their minds to get the possible answers. Besides, problem of connection appeared through using video calls, anyways, the outcome was satisfying. To sum up, the results of the interview were simply a sum of view points, to the unlimited thoughts governed to investigate the teacher's constructivism theory to build up a progressive learning. The extracted views are the core of the study to seek for the role of teachers if encountered by this problem.

2.2.3.3.1 Teacher's attitude towards peer feedback

This section witnessed a concurrency among teachers pointing up the importance of interaction in the classroom setting. Teachers of different regions and schools around Algeria agreed about the essence of learner-learner interaction. Teacher's voices and expressions seemed to stress their views. However, a teacher interviewer discouraged the use of interaction in the class. The previous proclamation was defended to state that the use of interaction decreases the learning acquisition and allow for dominance to be existed.

With a deep of interpretation, the last view suggested also that peer feedback is the source of conflicts which may come out from a certain debate. None of learners are expectedly guaranteed to behave well in interactive tasks. While the vantage view alleged that peer feedback works with beginners as they are in need of corrective feedback to develop the four skills. Some teachers do not rely on peer feedback as a strategy to maintain knowledge for pupils. To some extent, some teachers agree on the use of peer feedback taking into account the limits of each learner's feedback.

2.2.3.3.1.1 The Teachers' view about the learners' tolerance and attitude toward peer feedback

Concerning the reaction of learners, teachers shows a strict declination to the existence of one reaction via peer feedback, their facial expression changed from being natural to the minimum trait of rejection. All teachers are consciously aware of the various responses, differs from acceptance to rejection. Authoritarian teachers declared that most of learners accept their peer's feedback, if not they pretend to, as no rejection is allowed in their class. The feedback is not always permitted, if there was any, it should apart from being sensitive. Authoritative teachers claimed that most students are not afraid to express their reaction freely in front of their teacher. Teachers encounter many situations when learners refuse their peers feedback, they have noticed that some emotions cannot be controlled so they sometimes cry when humiliated, or express joy if treated well. It is explained by some teachers that pupils

are not sociable and cannot discuss the feedback given to them from their peers. Indeed, receivers feel insulted, at a given moment, when they are provided with instructive feedback. It is well known that, bullying and excessive competition influences the way they receive peer feedback.

2.2.3.3.2 Teachers' strategies to implement constructive peer feedback

The suggestions of teachers were not enough as was expected; some teachers have no culture about the strategies that can foster learning through peer feedback. This type of teachers is strict, inflexible, and careless they do not permit learners voices to be heard in their classroom. Unlike other teachers who were acquainted with some knowledge about it.

They suggested denoting the personality of each learner, to avoid aggressiveness in the group. The teacher assumes role and responsibilities that leads to the good understanding of feedback. Teachers are educators, the one teacher insisted on injecting values like love, respect, cooperation. They must play the role of parent and fix learners problems as giving advice to bullies, if not taken seriously, the punishment will take place.

2.2.4 Conclusion

This chapter is dedicated to the empirical part of the study, it states the methodology that was followed to carry out the research and the results obtained after using the necessary investigation tools. In this chapter, we analysed and discussed the research data using different tools. The questionnaire was addressed to a large scale, so it brings about various points of view. Statistics depicted the influence of some factors on the perception of learners. The maximum feelings, emotions, reaction are gathered using the qualitative method, the case of interview.

CHAPTER THREE

INTERPRETATIONS AND RECOMMENDATIONS

3.1 Introduction

After obtaining results through different research tool in both quantitative and qualitative approaches, this chapter aims to elaborate interpretations and the final discussion of the findings of this study, which is concerned with the impact of peer feedback on middle school learners, namely during EFL sessions, in addition to that, we will suggest recommendations and solutions that we find helpful to implement peer feedback as a source of help for both learners and teachers. This chapter also states the difficulties that faced the researchers while realizing this research.

3.2 Interpretation of Observation Results

Observation was a necessary instrument to build up a general view on the topic and to have an in-depth look into the interaction that happens between learners, the frequency of peer feedback and to what extent it was tolerated. In addition to that, it was a useful tool to obtain field data that couldn't be attained by a questionnaire or an interview, since interactions was allowed in an unforeseen and a spontaneous manner. The main focus was on verbal and non-verbal behaviour.

The observation showed a basic tolerance of peer feedback especially among younger learners in the first and second grade. These learners aged between 11-12 years old are still in their late childhood. Through this stage, humans are characterized with more controllable emotions, and much more of a prosocial behaviour, and gratitude for others. That's not the case for all learners though. Sometimes competition emerges in, and in case of excessive competition those involved show aggressive responses to each other. Nonetheless, older learners seem to feel irritated by their peers' comments, since they started the adolescence phase, where they become extremely sensitive about their self-image, they feel generally stressed about making mistake, consequently, their social image may get sullied. Again that's not the case for all learners.

Personality traits also play a great role in defining the mental image of peer feedback within each individual. While extroverted learners admire interacting with their peers, opening up and leading discussions, they seem more acceptant to their peer's feedback, introverted learners avoid to give and do not accept to receive feedback. There is another type which is agreeable learners who never suspect their peers intention in helping them and they genuinely welcome it, unlike neuroticism learners who easily feel ashamed and vulnerable. On the other hand there are conscientious learners who are high in achievement and know

exactly what they do, thus they feel indifferent or slightly annoyed by their peer feedback since they see themselves in a higher position.

In another respect, peer influence also plays a crucial role in tolerance towards peer feedback. Sometimes learner accepts feedback only from their friends. Other learners use the feedback as way to bully their classmates or manipulate their emotions. Gender is also a controlling factor, males show much more of an aggressive behaviour, while females demonstrate empathy.

3.3 Interpretations of Questionnaire Results

The questionnaire aimed to understand the learner's attitude and reactions on peer feedback. The questions were designed to elicit the respondents views of learning English in general, their attitude toward their peers and group work, and the rest of the questions were some possible situations that learners find themselves in, and their potential reaction on them. After analysing the given results, this section aims to interpret those findings in relation with what has been mentioned in chapter1.

3.3.1 Learners' Interest in Learning English along with Peers

Almost all of the learners expressed their interest in learning the English language for two main reasons. First, English is the lingua-franca of the modern world, and people are well-aware of its importance, especially the younger generation. In addition to that, the positive atmosphere provided by English teachers is what makes learners love their sessions. The striking majority of participants admitted the importance of practicing English along with peers due to the nature of the subject matter, it is well known that foreign languages must be used and practiced in order to be acquired and the respondents confirmed that fact through their answers. All in all, middle school learners admire English and have a positive attitude toward learning it, because of its importance and the fun implied by teachers while teaching it.

3.3.2 Learner's Attitude towards their Peers and Group work

The majority of learners described their classmates as friendly, which is a positive attitude that creates a suitable atmosphere for cooperative learning, however with the development of their age, learners claimed their classmates as hostile or chilly.

Hostility showed by some learners is due to many factors, mainly personality related, conflict is natural and inevitable in human relations it has multiple origins. Personality clash

and antipathy of learners for one another is a main cause that triggers conflicts, thus hostility. Perhaps those learners, who said they found their classmates as hostile, are unfriendly themselves.

On the other hand, learners can seem chilly and show a certain degree of apathy because of lack of motivation. when apathy sets is what it is a motivational problem, it means students have lost interest .

3.3.3 Learners' Attitude towards Peer Feedback

This set of questions was designed to reveal learners' attitude toward the feedback provided by their peers. Learners had various opinions, they were not fully aware of the importance of peer feedback as a source for learning, which is a result of the approaches still used in Algerian schools that support teacher-centeredness rather than collaborative learning, thus learners opinion in each other's performance is neglected and not of a great importance comparing to the teacher's feedback. In another regard, females have a more positive view of peer feedback unlike males who tend to reject it.

3.3.4 Learners' Tolerance of Peer Feedback

At a larger scale, learners seem to be very tolerant when it comes to their peer feedback. Younger learners are more open to receiving feedback, while older learners are more inclined to refuse it. Adolescent become highly self-conscious and they are more sensitive to the way they are being perceived by others, thus they sometimes feel irritated by their peer's reactions, especially if they were negative or if they implicated any negativity in their behaviour. Furthermore, learners see their teachers as the primary source of knowledge, and any other opinion in the classroom is less important.

3.3.5 Learners' Affective Reaction when Receiving Peer Feedback

Affective reactions on peer feedback differ from one learner to another, although the general results showed a positive response, some learners answered differently.

Girls are more inclined to feel embarrassed when receiving feedback due to their sensitive nature, Santrock (2018) says that "female adolescents had lower self-esteem than male adolescents", thus receiving any type of corrective feedback on by their peers triggers their self-worth, and consequently they feel humiliated.

Boys tend to get mad when being corrected, or when they receive directive feedback since they show less self-control when it comes to their emotions which lead to demonstrate

negative emotions. In addition to that, male learners are characterized with aggression, moreover, some of them claimed to physically hurt anyone who corrects them. Boys are consistently more physically aggressive than girls. (ibid)

Some other learners don't care about their peer feedback. This nonchalance can go both ways, they either lack motivation to learn, or they are extremely self-confident that they feel indifferent about others' opinion.

3.3.6 Learners' Conception of Peer Feedback

This section sought to figure out how learners actually conceive of peer feedback, whether as a source of help, a source of humiliation, or it provokes other emotions. The majority of learners see peer feedback as a source of help, while some learners say because they know less, another category doubts their classmates' intentions by saying that they only give feedback in order to embarrass them, mock them, or because of jealousy. Younger learners, significantly, are more agreeable, they believe in their mates' good intentions. Girls are known for their prosocial behaviour, thus they hold the trait of altruism, which makes them more agreeable, and trusting, however, it doesn't mean that all female learners think the same way; sometimes the factor of jealousy emerges in relationships, especially within high-achievers due to the competition that happens between them.

Some learners are high in the traits of neuroticism; they are more vulnerable and show a lower self-esteem, along with a high self-consciousness so that they are more prone to feel ashamed or embarrassed. Other learners, generally, low-achievers doubt their self-worth, thus they feel anxious about peer feedback.

3.3.7 Learner's View of Peer Feedback as a Source of Support in Learning.

The striking majority admits that a good interaction between learners, with constructive feedback can be a great source of support for learners. Most of the proponents of this point of view insisted on the necessity of organization and absence of chaos to make it effectively work.

Some learners said that it somehow helps depending on the atmosphere and how the feedback is delivered, thus it's up to the teachers to wisely control the class' behaviours, action, and reaction, up to their knowledge about their learners' individual differences and preferences, in order to encourage the positivity and prevent malaise and bullying.

Very few learners said that it's not important since it might have negatively affected them at a certain point, or merely because of their introverted nature, where they prefer minimum social interaction in all life aspects especially school.

3.4 Interpretations of interview result

3.4.1 Teachers' attitude towards peer feedback

Teachers often support interaction in the classroom but they do not take it in to account when they plan their lessons. Their views assert that no learning occurs in a setting full of challenges. Those challenges trigger the existing of different feelings as shame, anger, happiness with much concern to the non-verbal reaction as facial expression and gestures that impede the learner voluntarily to share knowledge through peer feedback. Supportive teachers of interaction warrant that they have no time to implement peer feedback in classroom. Even though, they are aware of its importance.

Teachers must be aware of the positive side of peer feedback; therefore, they take only the positive influence of peer feedback along which negative influence must be treated with intelligence. Naturally, the classroom profile includes the existing of different mentalities, the teacher then is asked to highlight these differences and encourage constructive feedback. Learners need affection, sense of belonging, supportive environments, and relaxing atmosphere so that teacher's job is to maintain all what have been said to empower the learner psychology, to build up a positive person capable of solving, reacting with attentiveness to the feedback received by his fellows.

3.4.2 The Teachers' View about the Learners' Tolerance and Attitude toward Peer Feedback

The learner- learner relationship is abrupt in the learning process. It is temporary and unstable. Teachers are in need to distinguish these relationships, for example, if the teacher observed any of conflicts or misbehaviour between learners. The teacher must be alert to the cases that influence peer progression.

Different reactions befall in the classroom because of the different mentalities of individuals. Peer feedback can be destructive to some learners; they cannot control themselves when they are criticized. They seem to be stressful, angry, unsatisfied from their peers feedback. It is up to the teacher to teach the learners how to give a constructive feedback. Besides, noting the causes behind their sensitivity.

3.4.3 Teachers' Strategies to implement Constructive Peer Feedback

It is remarkable that behind the success of each student there is an inspiring teacher, the one who cares about their performance, progress and sensitive matters. The teacher plays a major role of being a protector when being bullied or humiliated. Therefore, Unconstructive feedback makes learners embarrassed, shy, and unwilling to learn as they lose their motivation. The majority of learners prefer their teacher feedback as they are afraid to experience the previous desires. The teacher responsibility takes a part to identify relationships as well as the learner affiliation.

3.5 Recommendations and Suggested Solutions

This study in hand which has been conducted at Ibn Khaldoun University of Tiaret in the department of English suggests the upcoming solutions for educators mainly to incorporate peer feedback as a supporting source for learning in their classrooms.

Most of the Algerian schools are known for their large-size classrooms, however, learner-centred approaches are the ones supposed to be adopted particularly in foreign language classes. Teachers face difficulties in applying those methods, in this case the paramount role of collaborative learning emerges. Being the first agent in controlling the classroom environment, the teacher should establish social norms and core values in the classroom, so that an atmosphere of love, respect and cooperation sets in.

Moreover, teachers can endorse peer feedback in English language teaching classes only by designing communicative activities that can capture learners' interest thus the learners feel motivated and they can interact and exchange thoughts and points of view.

Additionally, teachers have to attach great importance to the individuality in the classroom, as each learner has a unique set of traits that differentiate him or her from others. The teacher must promote peer feedback with avoiding conflicts that may take place due to personality clash between learners of the same class. In addition to that, they have to establish positive relationships, as friendship, empathy and support between learners regardless of their characters, and emphasize only on the constructive aspects of peer feedback to use it to sustain learning instead of shaming learners or diminishing their self-worth.

Last but not least, being the adult in the classroom setting, the educator has to play the role of the protector, to prevent learners from bullying, shaming, or manipulating each other under the pretext of giving feedback.

3.6 Limitations of the Study

In this research, certain limitation created constraints on the accuracy of results. The access to the literature was the first obstacle; the research identifies lack of sources in the literature review. In fact, the research theme was not done before within the psychological context, few studies have tackled similar or close topics. During the investigation of the study, we went through difficult situation that did not allow the research to be done perfectly, although perfection is indeed unattainable. Methods and data collection witnessed some deficiencies. Note that, the questionnaire was addressed to our learners, it is possible to obtain other results with different learners. Interviewee's answers, indeed, were not as was expected, some teachers do not like to be interviewed, and others keep silent in order not to lose their ego when they do not know the answers. Moreover, the research was attached to some limitations especially due to covid19 restrictions on Algerian schools, yet the analysis of the study was not confined to a limited category, plus, the sample size was about 120 pupils, therefore the results are not far to be generalized.

3.7 Conclusion

This chapter is the corner stone of this entire project. It elucidates the inference of the final findings of the research concerned with informing educators about the great importance of peer feedback as a source of help in both teaching and learning, along with the different perspectives on how peer feedback is approached by learners, thus knowing when and how to implement it. The recommendations part stated insights for teachers to gain a better knowledge about the topic, along with suggested solutions that could be implicated in the classroom. Moreover, the chapter discussed the limitations that the study faced to be avoided by those who want to opt for further studies in the same area.

GENERAL CONCLUSION

General Conclusion

This current research attempts to tackle this phenomenon from a different perspective, namely, from a psychological point of view, to investigate its role in influencing the learner's affect. The study shed the light on the concept of peer feedback from the learner's vision, the way it impacts their emotions, behaviours and attitude towards learning in general. The main objective of this study is to explore the peer feedback effect and nurture its positive aspects to use it as a source of support for both teachers and learners.

The study confirms the major role of peer feedback in affecting middle school learners' attitude towards school. Because of being adolescents, they care about their social image and others' perception of them. This work also puts the emphasize on the teachers' responsibility in keeping the positive effects.

The results show that learners, constraint by their individual differences, tolerate and react to their classmates' feedback differently. Younger learners tend to be more tolerant and welcoming to their peer feedback, while older learners develop a higher sense of self-consciousness which makes it difficult for them to accept feedback, especially from their peers. In addition to that, female learners are more acceptant of peer feedback due to their prosocial and empathetic nature, while male learners have less self-regulation on their emotions which leads them to react aggressively. Different types of personality also govern the affective response towards feedback; some learners are more open and agreeable than other. Another factor that impacts the emotional reactions on peer feedback is the nature of relationships between learners. When a positive correlation is established between the giver and the receiver of the feedback, it seems to be more tolerated and the response towards it also positive. On the other hand, if there was a negative influence between the two sides of feedback, conflicts might take place. It is the teachers' role to enhance the peer relationships to promote the constructive aspects of peer feedback to take advantage of it as a sustainable source in learning.

It seems clearly that more researches are interested in collaborative learning, and peer feedback is, unquestionably, a principal part of it. Looking for ways to implicate it to serve the educational process is highly recommended. The research suggests a set of recommendations that can possibly raise teachers' awareness of the concept of peer feedback and its paramount importance to help learning. Further research is recommended in this area, to implement such notions in Algerians schools, to serve both learners and teachers and raise a more consistent and positive social relationships.

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APPENDICES

Appendix 1

The English version of the questionnaire

d- How old are you ?

e- Are you a male or a female ?

f- In which grade are you ?

Q1- Are you interested in learning English ?

- ☐ Very interested
- ☐ Somehow interested
- ☐ Not interested at all

Q2-Do you practise English with your friends outside the class?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never

Q3 - Do you think it is important to practice English with your classmates ?

- ☐ Yes
- ☐ No

Q4 - I like giving and receiving help from my classmates.

- ☐ Yes
- ☐ No

Q5 - How would you describe your classmates ?

- ☐ Friendly
- ☐ Chilly
- ☐ Hostile

Q6 - How do you find group work in your class ?

- ☐ Beneficial
- ☐ Unhelpful

- ☐ A waste of time

Q7 - Do you think that your classmates' feedback is important ?

- ☐ Yes
- ☐ No
- ☐ I don't know

Q8 -Do you accept your classmates giving feedback on your performance or production ?

- ☐ Yes
- ☐ No
- ☐ I don't care

Q9 - How often do your classmates provide feedback on your production or performance ?

- ☐ Always
- ☐ Sometimes
- ☐ Never

Q10 - when my classmates corrects me :

- ☐ I appreciate their help
- ☐ I feel nothing
- ☐ I feel embarrassed
- ☐ I get mad
- ☐ Another reaction, mention it

Q11 - My classmates comment on my performance because :

- ☐ They want to help me
- ☐ They know better than me
- ☐ They want to embarrass me

Q12 - When I mispronounce a word and my classmate corrects me I find it :

- ☐ Beneficial
- ☐ Normal
- ☐ Rude

Q13 - If you wrote on the board and your classmate said you should improve your handwriting would you:

- ☐ Thank them
- ☐ Not care
- ☐ Get angry
- ☐ Another reaction, mention it

Q14 - I prefer my written expression to be corrected by :

- ☐ Me
- ☐ My teacher
- ☐ My classmate

Q15- What do you think of your peer feedback, does it help you learn better ?

Appendix 2

The Arabic version of the questionnaire that has been administered to the learners.

استبيان

عزيزتي التلميذة عزيزي التلميذ، نضع بين يديك هذا الاستبيان الذي يحتوي على مجموعة من الأسئلة تتعلق بما تعاشيه مع زملائك في القسم عامة و في حصص اللغة الإنجليزية خاصة. إجابتك عن هاته الأسئلة بصدق و جدية أمر ذو أهمية بالغة، كون هذا الاستبيان موجه لفائدة البحث العلمي و من شأنه دراسة أمر تربوي هام و حله يعود بالفائدة عليك و على زملائك.

يرجى قراءة الأسئلة بتمعن ثم الإجابة.

**و تذكر لا توجد إجابة صحيحة أو خاطئة بل توجد فقط إجابة صادقة.

معلومات عامة:

كم سنك:

هل أنت: ذكر ☐ أنثى ☐

السنة:متوسط

1- هل أنت مهتم بتعلم اللغة الإنجليزية؟

مهتم جدا ☐ مهتم نوعا ما ☐ غير مهتم إطلاقا ☐

2- هل تتحدث اللغة الإنجليزية خارج أوقات الدراسة مع زملائك؟

دائما ☐ غالبا ☐ أحيانا ☐ أبدا ☐

3- هل تعتقد أنه من المهم التمرن على اللغة الإنجليزية مع زملائك؟

نعم ☐ لا ☐

4- أحب مساعدة زملائي و تلقي المساعدة منهم.

نعم ☐ لا ☐

5- كيف يمكن أن تصف زملائك في القسم؟

ودودون ☐ باردون ☐ عدائيون ☐

6- كيف تجد العمل الجماعي في قسمك؟

مفيد ☐ غير مفيد ☐ مضيعة للوقت ☐

7- هل تعتقد أن تعليقات زملائك على أدائك في القسم مهمة ؟

نعم ☐ لا ☐ لا أدري ☐

8- هل تقبل أن يبدي زملاؤك رأيهم حول أدائك في القسم؟

نعم ☐ لا ☐ لا أهتم ☐

9- ما مدى قيام زملائك بالرد على عملك أو أدائك في القسم؟

دائما ☐ أحيانا ☐ أبدا ☐

10- حين يصحح لي زملائي:

لا أشعر بشيء ☐ أقدر مساعدتهم ☐ أشعر بالإحراج ☐ أشعر بالغضب ☐

11- أعتقد أن زملائي يعلقون على أدائي لأنهم :

يريدون مساعدتي ☐ يعرفون أفضل مني ☐ يريدون إحراجي ☐
سبب آخر أذكره ☐

.....

12- عندما تخطأ في نطق كلمة بالإنجليزية و يصحح لك زميلك هل تعتبر الأمر:

مفيدا ☐ وقحا ☐ عاديا ☐

13- لو قمت لتكتب على السبورة و قال لك زملاؤك "عليك أن تحسن خطك" هل

تقوم بشكرهم و تكتب مجددا ؟ ☐ لا تهتم ؟ ☐ تغضب ؟ ☐

ردة فعل أخرى أكتبها

14- أفضل أن يُصحح تعبيرِي الكتابي من

طرفي ☐ طرف أستاذي ☐ طرف زميلي ☐

15- ما رأيك في التفاعل الذي يحدث بين تلاميذ القسم الواحد؟ هل يساعدهم ذلك على التعلم بشكل أفضل؟

.....

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Appendix 3

The interview

9. Are interactions, in the educational context, between learners helpful?
10. How do you think that peer feedback improves the learning process?
11. To what extent do you tolerate peer feedback (learner's giving feedback on each other's performance and production) in your classroom?
12. Do learners react the same way when they receive feedback from their classmates?
13. What are these reactions?
14. Up to your judgment, what are the factors that influence those different reactions among your pupils?
15. What are the activities that require peer feedback to back up the teacher's feedback?
16. How can you encourage giving and receiving feedback? mention at least 2 strategies to keep peer feedback constructive?

تهدف الدراسة الحالية إلى تسليط الضوء على تأثير تعليقات التلاميذ على زملائهم في الطور المتوسط. أكدت النتائج فرضيات البحث على الأهمية الكبيرة لملاحظات الزملاء في عملية التعلم ، وتصورات المتعلمين المختلفة لها اعتمادًا على اختلافاتهم الفردية وعلاقتهم بزملائهم في الفصل. يركز هذا البحث أيضًا على إمكانية اعتماد تعليقات الأقران من قبل المعلمين كمصدر لدعم التعلم التعاوني.

Résumé

La présente étude vise à étudier l'impact de la rétroaction des pairs sur l'affect des apprenants du CEM. Les résultats ont confirmé les hypothèses de la recherche sur l'importance significative de la rétroaction des pairs dans le processus d'apprentissage, et ses différentes perceptions par les apprenants en fonction de leurs différences individuelles et de leur relation avec leurs camarades de classe. Ce projet met également l'accent sur la possibilité d'adopter la rétroaction des pairs par les enseignants comme source de soutien pour l'apprentissage collaboratif.

Summary

The current study aims to investigate the impact of peer feedback on middle school learners' affect. The results have confirmed the hypotheses of the research on the significant importance of peer feedback in the learning process, and its different perceptions by learners depending on their individual differences and relationship with their classmates. This project also emphasizes on the possibility of adopting peer feedback by teachers as a source of support for collaborative learning