



Using Online Peer Corrective Feedback to Improve Students' Writing

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Abstract

Among the most crucial language skills, writing may be considered most challenging to ELLs. Learners make various mistakes including simple grammar errors, causing them to feel embarrassed and demotivated when teachers correct them in class. For these cases, online corrective peer feedback is recommended to help reduce writing mistakes.

Session Description

Writing skills involve creativity. As stated by Ismail (2011), writing is “a process of discovery as the writers try to find their way while they are struggling to think, compose and put their ideas together (p. 73).” This quote sheds some light on why learners make mistakes in their writing. In a language class in Vietnamese high schools, little time for writing plus large class sizes hinder teachers from thoroughly pointing out and correcting students' writing mistakes, hence, offering little help. To lessen the difficulty and help students out, the presentation proposes the use of blogs as a means for students to give each other feedback, called online peer corrective feedback (OPCF). Peer feedback, stated by Long (1996), identifies hidden information in grammar input and positive evidence when utilizing language. Therefore, learners would be more aware of their mistakes and try to improve their accuracy. Moreover, OPCF would motivate students through technology, which is one of their current interests and strengths. Also Kamimura (2006) affirmed that students would find it more relaxing to post their writings on a blog and invite their classmates to give comments. Accordingly, they would feel less embarrassed than if corrected by the teacher in class. The presentation begins with the assumption that in the current context, OPCF offers many benefits to students in their writing. Then, the presenter discusses (a) how to instruct students to build their blogs and organize peer comments, (b) what mistakes should be paid attention to, (c) how students would respond to OCPF (d) to what extent OCPF

enhances student language accuracy (grammar and lexicon), (e) what their changes would be to language accuracy, (f) what ideas for future use are. The presentation will be useful to EFL/ESL teachers concerned with teaching writing, student autonomy, and integrating technology in EFL.

References

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