



Effectiveness of Peer Feedback on Second Language learners

Saad A. A. A. Elshiltamy

(University of Benghazi, Almarj Campus)

اثر تعقيب الطلبة على زملائهم، متعلمين اللغة الثانية

الملخص:

هذه الورقة توضح كيف ان التعقيب المناسب بين الطلاب يمكن ان يغير النظرة التقليدية عن التعليم حيث ان المعلم يتحكم في كل شى داخل الفصل الدراسي في هذه الحالة المعلم سوف لن يكون قادر على تصحيح واعطاء تعقيب لكل طالب على حدا لان عوامل مثل الوقت والتعب يمكن ان تؤثر على تصحيحه لذلك هذه الورقة البحثية تظهر استخدام التعقيب بين الطلاب يمكن ان يدخر وقت المعلم وتجنبه التعب أيضا خلق بيئة مناسبة داخل الفصل الدراسي تعزز ثقة الطالب ليكون قادر على اعطاء تعقيب صحيح هذه الورقة تسلط الضوء على ان التعقيب البناء مع دليل صحيح ومناسب يجب ان يزود بها الطلاب لكي يتجنبوا الانحياز وعدم الكفاءة بذلك يصل المعلم الى متطلباته المرجوة اخيرا هذه الدراسة تحاول بشكل واضح دمج التعقيب بين الطلاب داخل مناهجنا لكي تلبى متطلبات التعليم الحديثة وتقل الاعتماد على المعلم بشكل كامل الكلمات المفتاحية: التعقيب، الطلاب، تعاوني، مناسب، متعلمون.

Abstract.

This study illustrates how important peer feedback could change the traditional view of teaching inside our classroom where teacher controls the entire class. In this case, teacher will not be able to correct and give feedback to each one of his/her students because factors such as time and fatigue teachers face could affect his/her feedback. Therefore, this paper shows how using peer feedback could save teachers 'time and avoid fatigue. Also, creating an appropriate environment inside the classroom enhances the students' confidence to be able to give correct feedback. It also sheds light on constructive feedback with an appropriate scoring guides which should be provided to the students in order to avoid bias and incompetence. Then, teachers' requirements could be achieved. Overall, this study is trying to integrate the peer feedback in our courses in order to meet the required educational needs and reduces the entire teacher's control.

Key words: feedback; peer; collaborative; appropriate; learners.



1- Introduction.

Recently, there has been growing interest in how peer feedback could play an important role in developing second language learners' writing skills. Receiving feedback from peers became one of the most essential tools inside the classroom (Veerappan, 2011). In order to improve writing skills in EFL/ESL settings, learners need to receive appropriate feedback from both their teachers and peers inside the classroom (Sankofi, 2008). Many studies have been conducted on how effective peer feedback will play a core role in terms of second language writing (Leki, 1990). Studies have concentrated on both teacher and peers' feedback in terms of getting perfect writing skills. Although students usually receive feedback from the teacher inside the classroom about their writing, it alone cannot enhance the learners' writing ability because teachers need more time in order to check all students' composition (Zheng, 2007).

Collaboration between students can basically be seen as a major task in order to give peer feedback, which could help learners develop their own writing (Lantolf, 2011). Providing feedback to peers' drafts could be a major task to learners inside the classroom (Hansen & Liu, 2005). Peer feedback has been currently and widely used. Teachers integrated peer feedback in their evaluation as one of the educational tools to help in improving students' writing skills. Integrating this kind of assessment in teaching would assist in developing writing where peers give comments on each other's writing appropriately (Jacob, 1997).

There have always been some negative points regarding feedback in second language teaching. In many studies, peer feedback has been found to be less beneficial than teacher's feedback due to bias and lower ability to evaluate others (Hyland, 2003). Peer feedback can be considered completely unhelpful when the students are not well-trained. Well-trained students lead to constructive outcomes in terms of giving feedback to each other (Hansen, 2005) the effectiveness of peer feedback based on second language writing will be discussed and reviewed as a problem statement. Peer feedback can facilitate learners' writing skills through collaborative activities. To succeed with peer feedback based on collaborative activities, learners who are planning to give their peers feedback should be trained and taught about principles of feedback.

This paper describes how learners' writing skills could improve when they receive appropriate and constructive feedback.

2- Research Methodology.

If teachers try to make feedback more successful and beneficial for the learners, it might be more complicated due to the fact that certain procedures should be followed in order to provide an appropriate training for the learners. Training in the feedback could be start by working on learners' own drafts with feedback note where specific



categories provided that might help them in better feedback to each other. Teacher can explain what the learners have done well and what have not (Reid, 1993).

If the learners are more responsible and serious in editing their own paper, they will be able to give feedback to their partner's drafts and the constructive feedback can be appropriately given then. Learners face difficulties by prioritizing what categories should be included in their peer's drafts and which should not. Effective scoring guides should be clearly explained by the teacher in order to help them to understand what they are expected to focus on in the peer's feedback while marking through these guides. Then, learners can be easily provided constructive comment according to these guides.

Using technology can be effectively participated in peer feedback training (Liu & Sadler, 2003). Teachers might feel that time is not enough for learners to give feedback to another peer's drafts in the classroom. Therefore, teachers may expand peer feedback training outside the classroom through wikis where learners will be able to give and receive feedback online. These websites can be used for free to interact between learners themselves and with the teacher (Sankofi, 2008).

3- Findings.

As you noticed, peer feedback for second language learners should be implied in our current classroom activities, and it also might be supervised by the teacher in the way he or she is just constructor not controller. Before learners allow giving peer feedback to each other, they might be taught how to give a correct and appropriate one. Once again, scoring guide is playing a major role in the classroom when it is given in the beginning to help them to focus on certain issues in order to meet the correct peer feedback. Using a peer feedback in each class definitely enhance learners' ability to discover their current mistakes. This study is trying to implicitly integrate the peer feedback in our courses in order to meet the updated educational requirements and reduce the dependence entirely on the teachers.

4- Literature review.

The importance of peer feedback compared with teachers feedback

Basically, teachers used to give feedback to students in second language writing. Teachers are more likely to respond to students' writing appropriately. Analytical, constructive, and accurate comment can be received from the teachers. Moreover, the vast majority of teachers' focus is on wider concepts such as the main ideas and organization rather than the level of the grammar that has been used and the mechanism of the learner's writing. Concepts such as content, organization, and genre are the key of success in second language writing. Learners need to be well trained in their feedback in respect to these concepts.



Generally, peers prefer to have a comment from teachers due to the fact that they are trustworthy. It would be more meaningful to receive trustful feedback from the teacher rather than peer due to the teacher's competence while learners feel less trustful when they receive the feedback from their peer (Zhang, 1995). Teachers' feedback has been obviously considered as a positive trait in second language learners' writing.

On the other hand, peer might be able to spend much more time providing feedback on individual drafts and try to talk on the content that their peer wrote, but the teachers might overburden due to there are many drafts that should be reviewed. Teachers have no time to individually discuss the ambiguity in learners' writing which probably leads to misunderstanding of the individual writing. As a result of interaction between learners, feedback would be more profound than teachers will do (Rollinson, 2005)

Through the activities of feedback, learners will be able to create an appropriate environment in terms of engagement inside the classroom. These activities enable them to identify what the errors are in their peer's drafts in order to give them a meaningful feedback. Otherwise, students will not be able to give a constructive feedback. What might be considered as interesting about this process is it helps them to encounter and identify errors that learners themselves make and develop a sense of awareness of these errors (Jaccob, 1997)

Students should be worked together collaboratively in order to foster the sense of ownership by giving them opportunity to explain, defend, and clarify their points of view (Villamil & Guerrero, 1996). Interaction with peer provides a background for authentic writing where they could detect how other peer think about the process of feedback itself and the errors that might happen through composition. Although teachers try to specify time to individual sessions to each student, they fail to do that due to the limited time they have which might reflect passively in the way that teachers understand students' content. Therefore, peer feedback can be positively used in order to boost the learner's writing skills rather than teacher feedback because through feedback's activities they became familiar with their peers' errors.

Problematic aspects of peer feedback

Although there are many positive aspects of peer feedback, it still has some negative points that should be examined and considered. One of these points is the teacher's workload has been reduced inside the classroom (Hyland, 2003). However, because the lack of the trust in the accuracy, sincerity, and specificity of the comments that have been provided from their peers in feedbacks, teachers need to collect and read all these feedback in order to give brief comments regarding the quality and bias from one student to another, which create an appropriate chance to the teachers to have more time to precisely review these comments (Hyland, 2003).

Second, peer feedback training should be given before involving in this process of feedback. Nevertheless, it is a big issue for the teacher to train the students how they would give accurate, unbiased, and constructive feedback due to the fact that teachers themselves should be well trained in terms of peer feedback.



Finally, each student has a different level, perspective, and background of writing skills. In order to give a meaningful feedback, it requires overall knowledge of writing skills. As a result to these cons, it takes much more time to train and ensure that learners are eligible to give feedback to peers. All those points which have been mentioned above should be widely considered and addressed before they will be able to give and receive the feedback from each other.

6- Conclusion and recommendations.

Although giving feedback might be boring, exhausting, time-consuming, and unrewarding mission for learners to correct peer's drafts, peers could benefit from giving and receiving feedback from each other. Feedback makes learners understand what their peer's needs are, extend writing skills, promote accuracy, infer clear ideas, and develop an understanding of the written genres (Hyland, 2003).

As a result of the lack of peers' accuracy and the quality of analytical skills on others drafts, trust probably is not existed between students themselves. Moreover, peers who are not well trained by teachers might have an external focus and organization and ideas are ignored that leads to unclear and unsupportive comments (Leki, 1990). In order to avoid the lack of peers' professional quality of feedback, learners need to be well trained through using self-revision, effective scoring guides, and website such as Wiki before they will be able to comment on peers' drafts. However, teacher might overwork and has probably no time in order to individually check each student's comment to his or her peer. This could be exhausting for the teachers. In order to avoid this defect, more research should be widely done to release teacher's fatigue, exhaust, and load. During the collaborative peer feedback, student would be able to develop their writing skills.(Rollinson, 2005).



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