



The Effect of Online Peer Feedback on the Academic Writing Ability of Iranian EFL Learners

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Abstract

This paper reports an exploratory study of 60 English as a foreign language (EFL) student' experiences of online peer feedback in an essay writing course at Islamic Azad University, Dezful Branch. They were required to comment on their peers' writing essays using the checklist to whom had been made available, but in different ways. To the experimental group, online peer feedback techniques were taught. Online group was taught how to submit their own posts and see the entries by their classmates. For the control group, the feedback mode was offline. That is, they went about the commenting process by photocopying their pieces and sharing with the class and still used the same checklists.

The students were divided into 10 groups of 3 in each who evaluated 9 other works. The groups were required to self-assess their own writing piece, and share it with the other groups, either in offline or online forms and, subsequently, assess the other groups' essays in light of the criteria in the checklist and let them know about their comments. The performance of the two groups was, subsequently, compared using the t-test statistical analysis. It indicated that there is not any significant difference between the performances of the online and offline groups.($p < .05$).