



Incorporating ICTs into Peer Review: A Case Study of Sub-degree ESL Writing Classrooms

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Abstract

Recent developments of ICT have added new dimensions to modes of peer review. Because both computer-mediated and traditional peer review modes have their own strengths, some researchers have suggested that these two different modes can be used together; however, this combination mode of peer review has not been widely investigated. This study examines the impact of combining electronic commenting using Word editing features and Moodle, with face-to-face interaction as a two-step peer review process in a combination mode of peer review and compares this with a more traditional mode (pen and paper commenting and oral talk). It investigates students' perceptions and attitudes toward these different modes of peer review and examines whether there are differences in the types of peer feedback given and the use of peer feedback.

Using both qualitative and quantitative data—students' written texts (drafts, peer feedback, and revisions), transcriptions of oral talk, and three-stage interviews—from 8 ESL sub-degree students, the findings reveal that the students generally favoured the combination mode over the traditional mode and suggested that the former could merge some of the best features of e-feedback and face-to-face discussion. In terms of impact upon feedback, the combination group had a larger number of both local and global comments. Revision from the combination group included more frequent direct use of peer feedback, whereas changes made by the traditional group included more frequent self-generated idea use. The results show that tools adopted served different purposes—while comments on forum focused contextually on global evaluation and suggestion, feedback generated by editing features focused more on local alteration. The findings also suggest that students' factors (rapport, motivation, and language proficiency) shaped their comments and revisions. This study highlights a new form of combination mode and offers insights into joining oral response to online collaboration.