THE USE OF PEER FEEDBACK TRAINING IN AN EFL WRITING COURSE:A COLLABORATIVE ACTION RESEARCH

THỰC HIỆN TẬP HUẤN CHO SINH VIÊN VỀ HOẠT ĐỘNG NHẬN XÉT CHO BẠN HỌC: NGHIÊN CỨU HÀNH ĐỘNG HỢP TÁC

ABSTRACT

This study aims at investigating the impacts of peer feedback training on peer feedback activity of English-majored sophomores in a writing course within a TESOL honours program. It also explores the extent to which peer feedback practice is beneficial for students' writing competence. In order to achieve these aims, a collaborative action research design ~~will be~~was employed over the period of five weeks in a class of 21 EFL students. Data ~~will be~~were collected through the students' writing artefacts, followed by interviews with students and the teacher and classroom observations. Findings of this study ~~are expected to~~and their implications are useful for ~~assist~~ EFL writing teachers in similar contexts who wish to make the best use of peer feedback activity in their courses to improve students' writing competence.

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