

# TECHNOLOGY-SUPPORTED PEER FEEDBACK IN ESL/EFL WRITING CLASSES: A RESEARCH SYNTHESIS

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## KEY TERMS

### Technology-Supported Peer-Feedback

*Technology-supported peer-feedback is an approach for learners to provide their peers with their feedback with the help of technology*

## WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

To what extent is technology-supported peer feedback in English as a second or foreign language (ESL/EFL) writing class effective?

## WHAT EVIDENCE IS SUMMARISED?

**95** studies between **1990** and **2010** dealing with peer feedback in ESL/EFL writing classrooms were used in this research synthesis

## WHAT DOES IT FIND?

- It is easier for teachers to monitor and support students in technology-supported peer-feedback activities
- Asynchronous computer-mediated feedback gives learners time to think deeply about discussion
- Technology-based interactions are more beneficial for students who are not good at or accustomed to face-to-face oral interaction
- Synchronous computer-mediated feedback is more appropriate for brainstorming
- Students' motivation and participation are increased in technology-mediated peer-feedback activities
- Synchronous group discussions are more dynamic through limiting learners' time for participation
- Non-verbal communication is neglected in computer-mediated communication

## HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Computer-mediated communication can facilitate teachers' class management as there is less peer domination and off-the-task discussions
- Both synchronous and asynchronous peer feedback can be used for various purposes

