

STUDENTS' PEER FEEDBACK ENGAGEMENTS IN ONLINE ENGLISH COURSES FACILITATED BY A SOCIAL NETWORK IN THAILAND

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Abstract

In recent years, despite the extensive research on peer feedback, there remains limited understanding of how students engage in peer feedback activities within online English courses and what they expect from these activities. This study, utilizing a sequential explanatory mixed methods design with a phenomenological approach, introduced online peer feedback (OPF) activities into a 12-week online English writing course involving 30 second-year students (16.7% male, 83.3% female) facilitated through a Facebook group. Data collection encompassed survey questionnaires, written reflections, and task scores. Quantitative data were analyzed using descriptive statistics and bivariate correlations, while qualitative data underwent thematic analysis. Three key findings emerged: 1) EFL students displayed positive engagement in OPF activities, 2) Student engagement did not significantly correlate with their writing outcomes, and 3) Students provided valuable recommendations for enhancing the quality and quantity of feedback, incorporating teacher feedback and guidance, and improving the overall process and experience. These findings have significant implications for pedagogical practice, emphasizing the importance of integrating OPF activities into the academic curriculum, with a specific emphasis on guiding students to deliver descriptive and constructive feedback, providing scaffolding to enhance their comprehension and writing skills, and addressing concerns related to language proficiency and grammar. Furthermore, the novelty of this research lies in its exploration of factors influencing student involvement and achievements in OPF endeavors, the impact of feedback quality and quantity, and the benefits of online accessibility and temporal flexibility, contributing to a more comprehensive understanding of this pedagogical approach.

Keywords – Online learning, Peer feedback, Writing, Learning outcomes, Facebook.

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