

PEER FEEDBACK STRATEGIES

PRESENTED BY
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Introduction



Hi there! I'm Nikki!

I've lived in

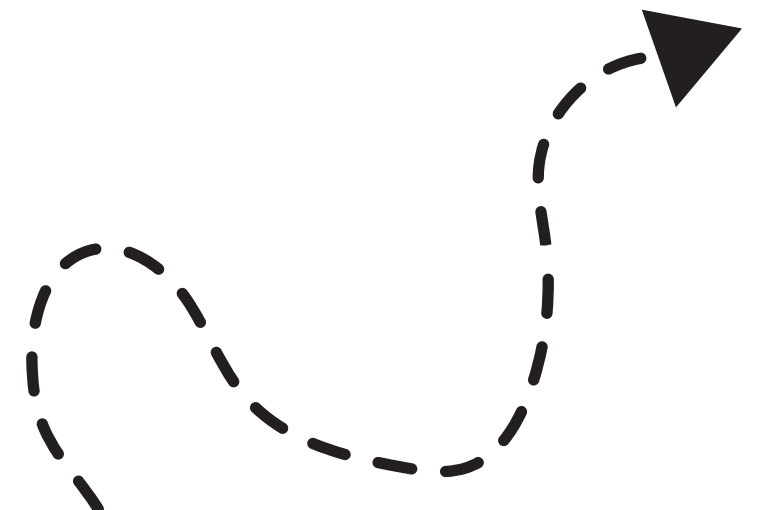
- North Carolina, Nevada, and Illinois in the United States
- Japan, China, and currently Hanoi, Vietnam
- Teaching since 2007
- Educational Consultant, Career Counselor, and Academic Coach

ENGLISH
LANGUAGE
PROGRAMS

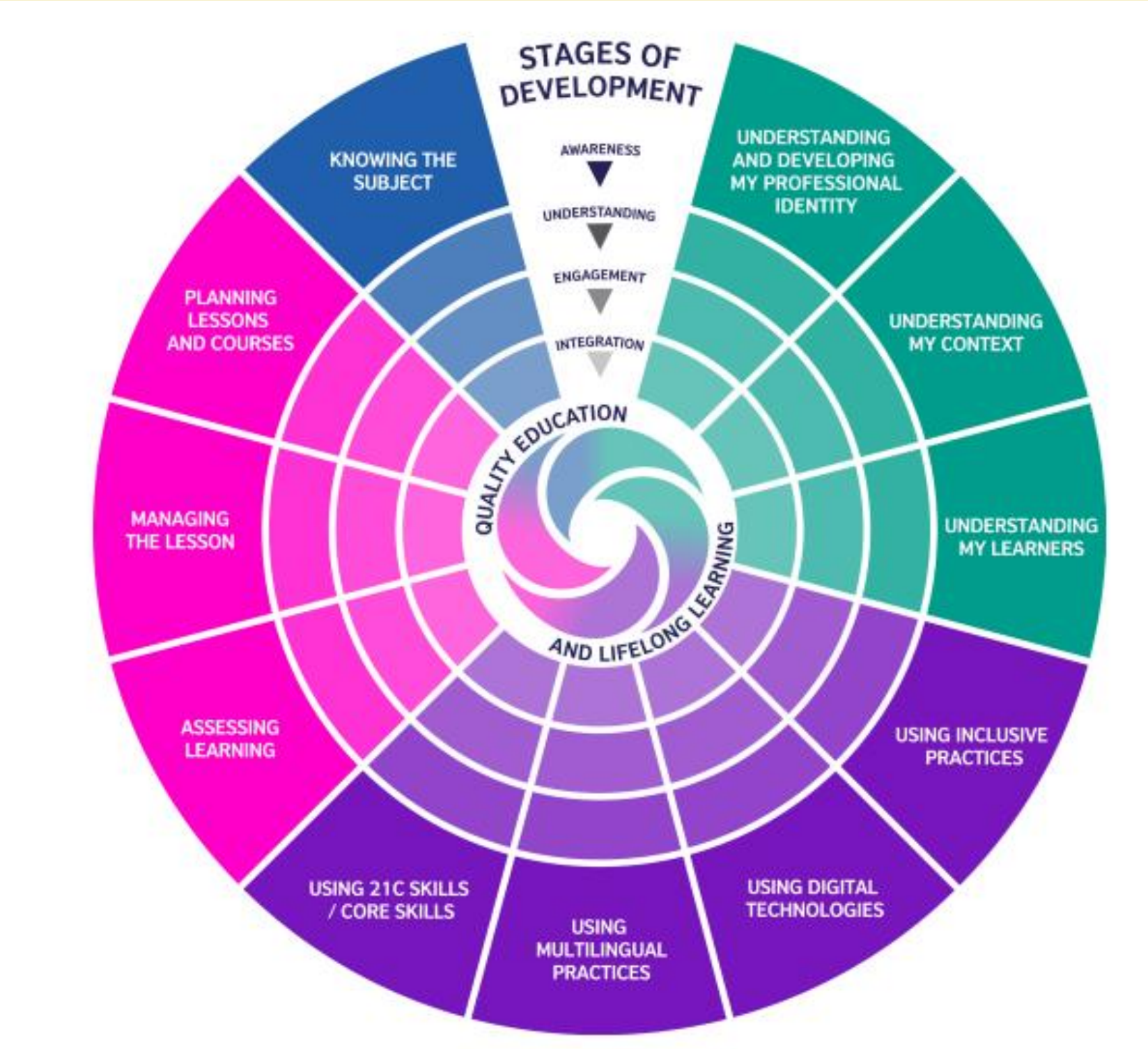
*The World is
Your Classroom*



U.S. DEPARTMENT OF STATE



Continuing Professional Development Framework



Assessing learning

This professional practice is about mine and my learners' assessment literacy. It includes applying the principles and practice of assessment to design tasks to assess my learners' level and measure their progress, taking into account the assessment systems used in my context and local education policies and practice. It is about using types of assessment (e.g. formative and summative) appropriately, and providing feedback for learning purposes.

Assessing learning

Applying the principles and practice of assessment to design appropriate assessment tasks.

Using formative and summative assessment appropriately at different points in the learning process to monitor and evaluate my learners' understanding, improve their learning outcomes, identify their potential for progression and inform subsequent teaching.

Defining appropriate assessment criteria and applying assessment criteria consistently.

Planning for differentiated and inclusive assessment.

Analysing my learners' errors and helping them to understand their errors through constructive feedback.

Engaging my learners in self- and peer assessment and developing their self- and peer assessment skills.

Preparing my learners for formal assessment, including enabling them to manage stress.

Administering, grading and keeping records of assessment.

Sharing and explaining assessment results appropriately.

Analysing and using data about learning, where available, to support the management of learners, improve their learning outcomes, and make curriculum choices.

Reflecting on the relevance and effectiveness of my assessment of my learners' progress (my assessment literacy).

CURRENT USAGE

1. How often do you currently incorporate peer review/peer feedback into your classes?
2. Do you feel students are successful at giving peer feedback? Why or why not?



Sample student response:



Question:

How will students likely approach the task of feedback if just given their peer's work with no further guidance?



Kyoto should host the next International Culture Expo because it have more historical as Kyoto is the old capital of Japan and has many temple. First visitor can learn traditional culture, for example geisha performance and tea ceremony, this is very exciting experience. Second, Kyoto is more cheaper than Tokyo so the ticket price is low, therefore more people will comes. Some people say Tokyo is better because the airports is bigger, but Kyoto is close to Osaka airport it take only one hour by bus so this argument not true. In conclusion Kyoto is the best place for the expo and everyone will enjoyed.

[Google doc link](#)

Peer Feedback Boosts Language Growth



Students learn more effectively when they evaluate each other.

Accuracy

Noticing errors in others' work sharpens self-correction skills and understanding of language forms.

Fluency

Collaborative rehearsal and discussion promote more natural and automatic language use.

Confidence

Reciprocal support in a safe environment builds self-assurance and reduces language anxiety.



STRATEGY 1 – Micro-Task Scaffolds



Cognitive-load studies show ESL learners ignore 70 % of unfocused feedback (Ellis, 2021).

Giving one micro-job at a time (compliment → suggestion → correction) raises uptake to 55 % and cuts teacher re-drafting time in half (Sanako, 2022).

STRATEGY 1 – Micro-Task Scaffolds



Micro-task 1 (2 min)

“Find ONE verb you like and write one green comment that starts with ‘I like the verb ____ because...’.”

→ Student brain focuses ONLY on noticing good vocabulary.

Micro-task 2 (2 min)

“Now add one yellow comment that suggests ONE concrete example or number.”

→ Brain switches to content development, nothing else.

Micro-task 3 (2 min)

“Last step: add one red comment that fixes the article mistake in sentence 3.”

→ Brain isolates grammar accuracy.



Providing Functional Language



For more in-depth tasks, provide guidance on language that facilitates detailed, actionable feedback rather than unfocused feedback

Example: https://docs.google.com/document/d/1NkHeztFb0WRzPqUOP-k0j_oilBm2hC1kzquMGwy4_oc/edit?tab=t.0



STRATEGY 2 – Rubric-Led Video Replies

Audio feedback increases pragmatic noticing (intonation, politeness) by 38 % (Kazuhiro, 2020).

A 45-second cap keeps file size <25 MB on any mobile network.



STRATEGY 2 – Rubric-Led Video Replies

Build a 4-row micro-rubric

5 = excellent, 3 = ok, 1 = needs work

Eye-contact

Intelligibility

Exemplification

Turn-length (5 pts each)

Eye-contact: looks at camera $\geq 70\%$ time

Intelligibility: clear pronunciation, appropriate pace

Exemplification: gives concrete example

Turn-length: 40–60 s (not 10, not 90)



STRATEGY 3 – Anonymous Color- Coding

Anonymity cuts affective filter (face-threat) by 30 % (Chen & Wang, 2021).

Color is processed 60× faster than text, so students spot patterns instantly.



STRATEGY 3 – Anonymous Color-Coding

Set 3 color labels only
(more = chaos)

Students have 10 min to highlight,
5 min to write 1 summary comment.

Color Key Example

Green = vocabulary strength

Yellow = grammar issue

Blue = idea clarity/organization gap



WHICH IS MORE EFFECTIVE:

**CONSISTENT PAIRS OR
ROTATING PAIRS?**



STRATEGY 4 – Rotating Roles & Proficiency Pairing

Pairing a high-scoring “Guide” with a “Grow” student raises both: the guide solidifies knowledge (protégé effect), the grow gets Zone of Proximal Development (ZPD) support (Vygotsky).



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RE-NAME, DON'T LABEL

Never use “weak / strong”
or “low / high” language

Brand the roles with neutral, even
aspirational names

1. Pathfinder & Explorer
2. Driver & Navigator
3. Jedi & Padawan

Students choose the name set by poll;
ownership kills stigma.

MAKE THE ROLE TIME-BOUND AND SKILL-SPECIFIC, NOT PERSON-SPECIFIC

“Today’s Guide = whoever scored
≥80 % on yesterday’s Kahoot
grammar set. Tomorrow we swap.”

A student can be Guide on Monday,
Grow on Thursday; it is about the last
micro-skill, not about “you are a weak
student”.



AI TOOLS? YAY OR NAY?

What are your thoughts about using AI as part of the peer-review process?



THANK YOU

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