

## Peer Oral Feedback and Revision of Students' Essays

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### Abstract

The study examined the role of peer oral feedback in enhancing students' revisions of their compositions, as there has been no evidence that teacher feedback helped students to progress as writers. Considering the research conducted by Schmid and Paulus (1999) and building on Vygotsky's socio-interaction theory, this study aimed to examine if peer oral feedback results in the improvement of student writers' and editors' revised compositions in content, organization, and grammar in process description, giving instructions, classification, and comparison and contrast. The drafts and revisions of student writers and editors in the four expository text types were rated by expert evaluators in the areas mentioned above. A t-test was used to determine the levels of significant differences in the means of the drafts and revisions of the compositions of both student writers and editors. Results showed that all differences in means were statistically significant at  $p < .05$ . Through peer oral feedback, student writers identified and corrected specific errors in content, organization, and grammar in their compositions, which enabled them to improve their writing skills. On the other hand, by conducting peer oral feedback, student editors were able to utilize their experience in the peer oral feedback activities to perform self-editing when revising and improving their compositions. Since peer oral feedback made a remarkable improvement in the students' compositions, it is recommended that curriculum designers and textbook developers incorporate peer oral feedback activities in syllabi, lesson plans, and language learning materials.

**Keywords:** Peer Oral Feedback, Student Writers, Student Editors, Content, Organization, Grammar Editors