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**Title: The Use of Peer feedback in Business English
Context (Student Perceptions)**

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OUTLINE

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- ❑ LITERATURE REVIEW
- ❑ RESEARCH CONTEXT
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INTRODUCTION

- ❑ First year business students report writing challenges in Business English context.
 - ❑ Peer feedback is a commonly practiced pedagogical approach that can be used to address business students report writing challenges.
 - ❑ Peer feedback is synonymous with peer review in the academic or scholarly context.
 - ❑ Peer feedback in the writing classroom involves students giving feedback to each other's work.
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LITERATURE REVIEW

- ❑ *Mulder, Pearce and Baik (2014)*. Highlighted students uniformly high expectations before & after engaging in peer review.
- ❑ *Husin and Ariffin (2008)*. Showed peer feedback being well-received by students in terms of the wider perspective gained.
- ❑ *Garnaut and Namaliu (2010)*. Emphasized lack of quality & quantity in terms of graduates coming out of PNG's universities due to inadequate resources & governance and general service quality issues.

RESEARCH CONTEXT

- ❑ Exploring 23 first year business students perceptions regarding the value and potential use of peer feedback in report writing in Business Communication at UPNG.

Research Questions:

1. How do students view peer feedback in the writing context before experiencing it?
2. What factors shape students' perceptions toward peer feedback in report writing?
3. How do students feel about peer feedback being integrated into the report writing component of Business Communication?



THEORETICAL FRAMEWORK

- ❑ Collaborative Learning Theory – Rooted in Vygotsky’s Socio-constructivist Theory, which states that “learning is a socially constructed activity which takes place through communication of peers.”

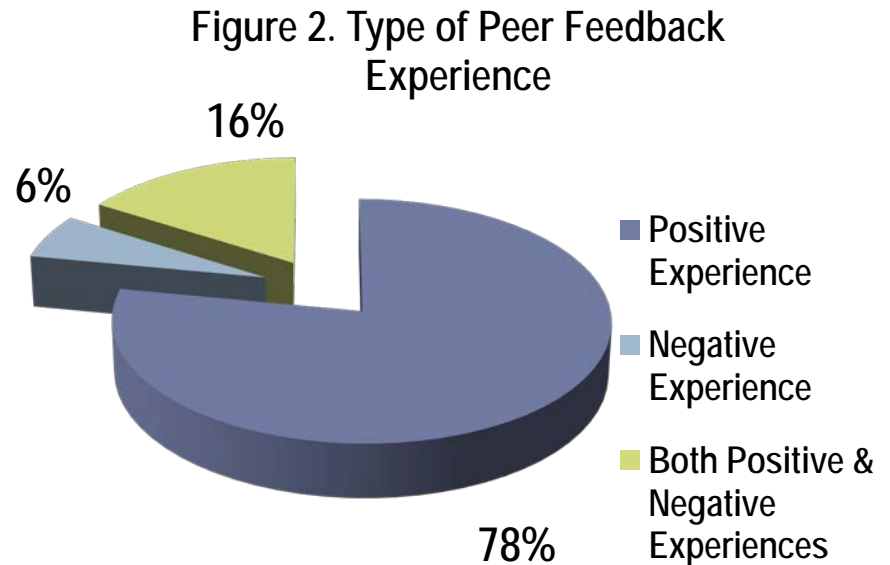
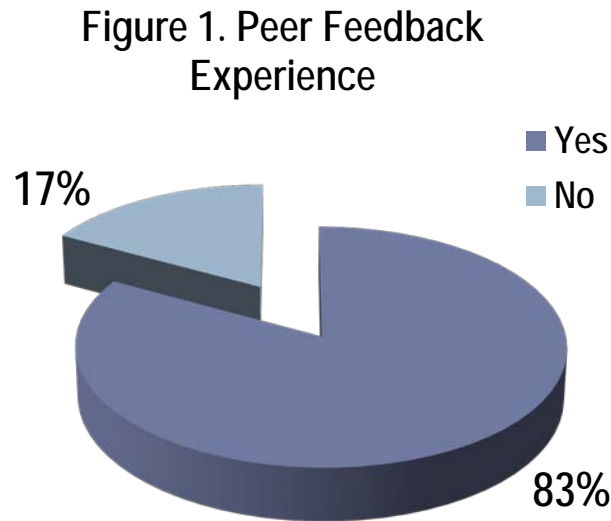
 - ❑ Methodology
 - Mixed method study – qualitative and quantitative methods
 - ✓ Participants – 23 1st year Business Students at UPNG.
 - ✓ Research Design - survey questionnaires
 - ✓ Data collection - survey administered in tutorial
 - ✓ Data analysis - statistical analysis & thematic analysis
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RESEARCH FINDINGS

□ Prior Knowledge & Experience of Peer Feedback

- ✓ A majority of students understood peer feedback in the writing context.



RESEARCH FINDINGS

□ Perceptions about the Value of Peer Feedback in Report Writing

Figure 1. Students Perceptions about the Value of Peer Feedback

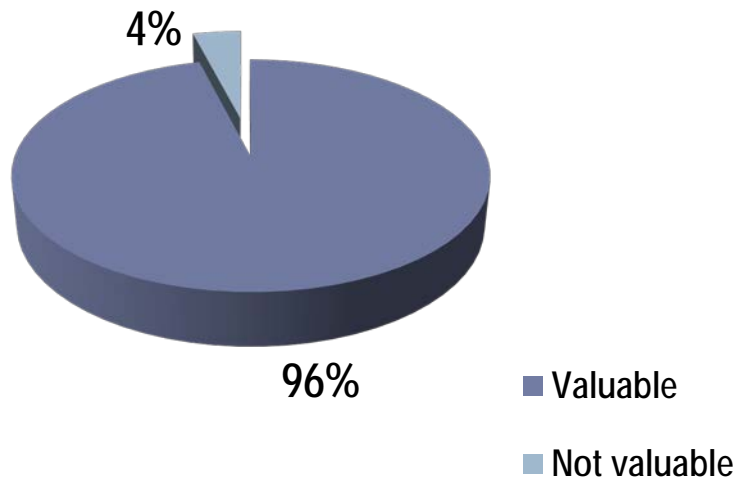
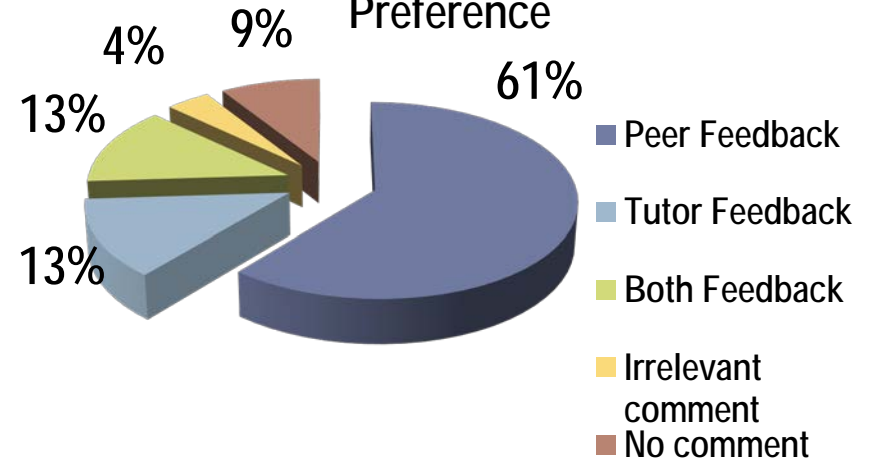


Figure 2. Students Feedback Preference



- ✓ Most of the students' welcomed peer feedback in terms of its benefits:
 - learning from other's perspectives
 - seeing their own weaknesses
 - getting that instant feedback from peers

RESEARCH FINDINGS

- ❑ General Feelings Regarding the integration of Peer Feedback into the Report Writing Process
 - ✓ 14 students (61%) had specific concerns & 9 students (39%) had none.
 - student peers lack experience & know how
 - possibility of worked being copied
 - student peers comments would lack depth.
 - ✓ All students (100%) felt that peer feedback be integrated in the report writing component of the Business Communication course.



CONCLUSION

- ❑ The majority of students from this study view peer feedback as a useful pedagogical approach in the writing classroom.
- ❑ Therefore, peer feedback should be integrated into the report writing component of the Business Communication course.



LIMITATIONS & IMPLICATIONS

- Study is limited in participant size, research time-frame & research design.

- Recommendation for further research into Peer feedback:
 - (1) longitudinal study be conducted over a semester;
 - (2) more student participants be involved in the study;
 - (3) interview sessions be conducted with each participant;
 - (4) tutors views be sought on peer feedback;
 - (5) collaboration with business school.



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▶ **THANK YOU!**

