

PEER FEEDBACK IN WRITING: IS IT “CULTURALLY APPROPRIATE” FOR HONG KONG CHINESE ADULT LEARNERS?

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This article highlights the appropriacy and usefulness of peer feedback in writing for Hong Kong Chinese adult learners. The results were obtained through questionnaires given to a group receiving teacher feedback and a group receiving peer feedback. Both groups also produced a final memo which was used for analysis to see if the feedback given was incorporated into the revised memo. The memos were evaluated by independent raters using an amalgamated version of the IELTS Global Banding scheme (Academic and General Schemes) to see if the difference in the end-product was significant.