

REPORT

Hong Kong Student Teachers’ Responses to Peer Group Process Writing

Andy Curtis
Queen’s University
Canada

Although process approaches to the development of writing skills are not new, there is still far from widespread use of such approaches in Hong Kong and in Asia. One reason for this might be teachers’ lack of exposure to these approaches during their initial teacher training. This study explores how brief, but hands on, experience of peer group process writing influenced and shaped the way a group of 100 student teachers in Hong Kong subsequently thought and felt about their experience. Although some of the student teachers had reservations after experiencing this approach, the majority saw language and learning benefits resulting from its use, including finding it easier to get help from peers than from the teacher and gaining greater understanding than if they were working alone.