

DESCRIPCIÓN BIBLIOGRAFICA DEL TFE
 IALAREN BURUZKO BIBLIOGRAFIAREN DESKRIBAPENA

Grado/gradu <input type="checkbox"/>	Año	Urtea	Título del TFE	IALaren Izena		
Master <input checked="" type="checkbox"/>	2016		A comparative study of peer and teacher feedback in a Spanish Secondary school			
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Inglés Ingelesa	Abstract (resumen de 100-250 palabras)			Abstract (laburpena 100-250 hitzetan)		
	<p>Peer review is an alternative to the traditional teacher feedback that has been widely used during the last few decades. Even though many studies have investigated this practice, very few of them have investigated it at secondary schools. The present study aims to examine the effects of peer reviewing on secondary-level students, both on the receivers of the feedback and on the reviewers. The participants in the study were thirty eight EFL students from a Spanish secondary school, aged 14-15 and with an upper intermediate level of English. Students were divided into two condition groups, 15 of them participated in a peer review activity, while the other 23 students received teacher feedback. In addition, students were administered a questionnaire in order to elicit their opinions about these modes of feedback. Findings suggest that teacher feedback drives slightly more changes than peer feedback and that peer feedback not only benefits those students who receive it but also those who provide it. Moreover, the study also revealed that students regard peer reviewing as a useful tool and that their most preferred feedback mode would be a combination of teacher and peer feedback.</p>					
	Materias o Palabras claves (máximo 5)			Gaiak edo hitz gakoak (gehienez 5)		
peer feedback, secondary schools, effects, reviewers, receivers						