

Learning is best seen in students when they are fully engrossed in the learning process. Their full participation in learning does not involve only their timely completion of assigned tasks but, the critical analysis of the work done by the students themselves may reflect learning at optimum level. In the current era of 21st century, the focus for critical analysis has been shifted from teacher centeredness to student centeredness approach. This indicates that assessment of learning in the form of exam and test has been substituted by assessment for learning that is effectively driven by students. Peer feedback is one of the shapes of assessment for learning. It has got position in the literature in educational context that serves as a formative tool.

This study first presents the findings from survey on the existing practices of assessment strategies of writing skills of ESL learners at tertiary level. The findings reveal the scarcity in the use of online peer feedback in writing skills class that leads an intervention study through action research. Action research aims at investigating the impact of the implementation of an online interactive formative peer feedback in blended learning environment. The framework for action research has been designed from a constructivist and interventionist perspective, using a learning upshots approach. The purpose behind this action research is to enhance student awareness about peer feedback maintaining the quality feedback, their understanding and recognition of competency levels, their realization for uptakes of feedback, and to improve their writing skills at their level of ease. Preliminary results indicate students rate the peer feedback as an enjoyable learning tool and it has significantly affected their writing skills.