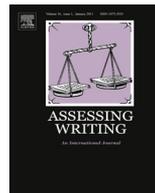




ELSEVIER

Contents lists available at [ScienceDirect](#)

Assessing Writing



Students' perceptions of rubric-referenced peer feedback on EFL writing: A longitudinal inquiry



Weiqliang Wang*

School of English for International Business, Guangdong University of Foreign Studies, 2 North Baiyun Avenue, Guangzhou 510420, People's Republic of China

ARTICLE INFO

Article history:

Available online 12 December 2013

Keywords:

Peer feedback

Rubric

Students' perceptions

Draft revision

EFL writing

ABSTRACT

The study seeks to investigate how students' perceptions of peer feedback on their EFL writing change over time, the factors affecting their perceived usefulness of peer feedback for draft revision, and their opinions about the use of a rubric in the peer feedback practice. Fifty-three Chinese EFL learners, including six case study informants, participated in the study. The data collected consisted of questionnaires, interviews, and students' reflective essays. The findings showed that the students' perceived usefulness of peer feedback decreased over time, and that their perceived usefulness of peer feedback for draft revision was affected by five factors: (1) Students' knowledge of assigned essay topics; (2) Students' limited English proficiency; (3) Students' attitudes towards the peer feedback practice; (4) Time constraints of the in-class peer feedback session; (5) Students' concerns with interpersonal relationship. The students regarded the rubric as an explicit guide to evaluating their peers' EFL writing, though negative perceptions were also reported. The paper ends with a discussion of the implementation of peer feedback in the Chinese EFL writing class and directions for future research.

© 2013 Elsevier Ltd. All rights reserved.

1. Introduction

Peer feedback on ESL/EFL writing is regarded as having such potential benefits as cultivating students' audience awareness (Rollinson, 2005), facilitating students' collaboration (Jacobs, Curtis, Braine, & Huang, 1998), and giving students more learner autonomy (Yang, Badger, & Yu, 2006), etc.

* Tel.: +86 13826401248.

E-mail address: wilburwong@gdufs.edu.cn

Drawing on process writing theory, collaborative learning theory, and Vygotsky's (1978) *Zone of Proximal Development* as its theoretical underpinnings (see Liu & Hansen, 2002 for a review of the theoretical background of peer feedback), peer feedback has received extensive attention in L2 writing research in the last two decades. Most of the previous research focused on either the usefulness of peer feedback for improving students' ESL/EFL writing or the effects of training on peer feedback quality. There is, however, a lack of research on the change of students' perceptions of peer feedback on their ESL/EFL writing over time and the factors which may affect students' perceived usefulness of peer feedback for draft revision. Fewer studies in L2 writing have explored the use of an instructional rubric in ESL/EFL learners' peer feedback practice. This study aims to fill the research gap by conducting a longitudinal inquiry into students' perceptions of rubric-referenced peer feedback in the Chinese EFL writing context.

2. Issues in peer feedback on ESL/EFL writing

A major issue in L2 writing research on peer feedback is the comparison of the helpfulness of teacher and peer feedback for students' draft revision and writing improvement (e.g. Caulk, 1994; Connor & Asenavage, 1994; Paulus, 1999; Shih-hsien, 2011; Yang et al., 2006; Zhao, 2010). Connor and Asenavage (1994), for instance, found that two groups of ESL students' peer-induced draft revisions were fewer than those triggered by teacher and self/other comments and advised on the improvement of peer response sessions. Paulus (1999) reported that ESL students' peer-induced revisions were mostly meaning-level changes. Yang et al. (2006) found that peer feedback led to more learner autonomy, while teacher feedback resulted in more textual changes than peer feedback. These studies more or less demonstrated the value of peer feedback as a complementary source of feedback in L2 writing class.

More recent L2 writing research on peer feedback investigated the relative usefulness of self- and peer feedback for students' draft revision and writing quality improvement (e.g. Mawlawi Diab, 2010; Mawlawi Diab, 2011; Suzuki, 2008). Mawlawi Diab (2010), for instance, reported that compared with self-feedback, peer feedback resulted in EFL students' correction of more rule-based language errors but not the non-rule based errors. Mawlawi Diab (2011) found that while self-feedback led to more draft revisions than peer feedback, peer feedback caused more revisions of idea and organization. This line of research further illustrated the importance of peer feedback to students' ESL/EFL writing development and justified the implementation of peer feedback practice in ESL/EFL writing class.

Another strand of L2 writing research on peer feedback mainly used a pre-post or comparison-control quasi-experimental design to investigate the impact of training on three aspects of peer feedback: (1) Peer feedback quality; (2) Students' usage of peer feedback in draft revisions; (3) The quality of peer-revised ESL/EFL writing (e.g. Berg, 1999; Hu, 2005; McGroarty & Zhu, 1997; Min, 2005, 2006; Rahimi, 2013; Stanley, 1992; Zhu, 1995). Berg (1999), for instance, showed that training ESL students to perform peer response led to more meaning changes and improvements in the students' writing quality. Similarly, Min (2006) found that training EFL students to give peer feedback resulted in their incorporation of more peer feedback into draft revision. Rahimi (2013) reported that training EFL students to do peer review changed their foci from only formal aspects of EFL writing to such global aspects as content and organization and subsequently improved the quality of their paragraph writing. These studies highlighted the importance of training to peer feedback practice in the ESL/EFL writing context.

Research was also conducted on how students responded to their peers' writing in different cultural settings (e.g. Guerrero & Villamil, 1994; Mangelsdorf & Schlumberger, 1992; Mendonca & Johnson, 1994; Villamil & de Guerrero, 1996; Zhu, 2001). Mendonca and Johnson (1994), for instance, described ESL students' interactions in peer review and how such interactions shaped their revision behavior. Villamil and de Guerrero (1996) reported on ESL learners' social-cognitive activities, mediating strategies, and aspects of social behavior in peer review and highlighted the role of collaboration in students' ESL writing development. Zhu (2001) found that when native and non-native English speakers formed mixed peer response groups, non-native speakers were less in control of the discussion and might therefore benefit less from peer response. Studies of this type illustrated the important role of peer interaction in students' ESL/EFL writing development.

Download English Version:

<https://daneshyari.com/en/article/344266>

Download Persian Version:

<https://daneshyari.com/article/344266>

[Daneshyari.com](https://daneshyari.com)