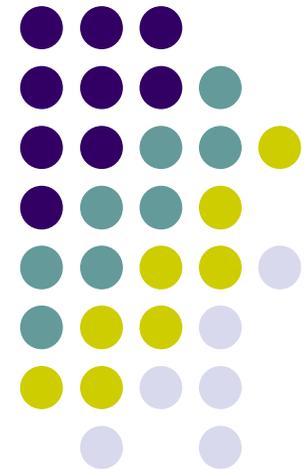


The Impacts of Face-to-face and Computer-mediated Peer Review on Taiwanese EFL Learners' Writing Quality and Revision

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Overview

- Introduction: purpose of the study
- Research Questions
- Data Collection and Analysis
- Summary of preliminary findings
- Directions for future research



Introduction

Purpose of the study:



- To examine how two different peer review modes (face-to-face vs. computer-mediated) affect the writing quality and revision of Taiwanese EFL college students.
- To investigate the participants' perspectives on different PR modes and evaluations on some features of CMPR used in the current study.

The current study

A two-step peer review procedure:



- F2F PR: hand-written comments, followed by face-to-face discussions.
- Computer-mediated PR: *MS Word* commenting, followed by online synchronous chats via *OnlineMeeting*.
- *OnlineMeeting* features an easy-to-use interface, document sharing, and online chats. It juxtaposes two windows (one displaying chat dialogues and the other showing students' writing) on the same screen.

OnlineMeeting



OnlineMeeting - Windows Internet Explorer

http://163.21.243.170:8080/onlinemeeting/main.php

檔案(F) 編輯(E) 檢視(V) 我的最愛(A) 工具(T) 說明(H)

OnlineMeeting

請從右邊選擇聊天室進入

[List](#) [Upload](#) [Member](#) [Logout](#)

Name	File	Room1	Room2	Cycle	Delete
寫作二上 張銘晏 P2D2	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
Christine to _Aria.d	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
9505044 謝易臻 p2d1.do	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
廖冠惟_P2D1.doc	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
莊訪柔P2D1.doc	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
P2D1_Aria.doc	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
P2D1_Christine 李婷婷	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
寫作二上_陳彥瑾_P2D1	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
張妮嘉-P2D1.doc	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
P2D1_Bonnie.doc	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
寫作二上 張銘晏 P2D1	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
P2D1_Rain.doc	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
p2d1.doc	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
華千慧_P2D1.doc	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除
何欣茹P2D1.doc	觀看	聊天室1 紀錄1	聊天室2 紀錄2	0	刪除

OnlineMeeting



OnlineMeeting - Windows Internet Explorer

http://163.21.243.170:8080/onlinemeeting/main.php

檔案(F) 編輯(E) 檢視(V) 我的最愛(A) 工具(T) 說明(H)

OnlineMeeting

(14:20:41)
Rain : 摳摳因爲SURPRISE是要事先準備的嘛.....(14:21:09)
Julie : 也是~ok.....(14:21:19)
Rain : 所以我覺得你可以把他放進第一段的內容.....(14:21:21)
Julie : 好!.....(14:21:28)
Julie :(14:21:28)
Rain : ^.....(14:21:37)
Julie : 我覺得你的建議都滿好的 謝謝唷.....(14:21:48)
Rain : 不客氣你的建議也很好唷^^.....(14:23:14)
Rain : 那其他都可以看的懂嗎.....(14:23:27)
Julie : 恩恩 看的懂喔!.....(14:23:39)
Rain : 好的那我們就討論到這囉.....(14:24:42)
Rain : 掰掰^^.....(14:24:47)
Julie : ok 感謝.....(14:24:55)

Name:
admin

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how to host an interesting but not expensive party. He taught us that : we You can plan a fascinating party if weyou know all the right details. Here are the three steps that he asks us to follow: (1)do some previous preparation before the party ; make sure all the program and food is all right at the party ; and(2) provide some little surprise (3).do check everything is clean up after the party.

1. I think your introduction is a little complicated because there are too many names. You explain too many detailed things. If you want to start the article by a story, this story can be your own experience. Through this way, audiences can understand more clearly For example, your friend is good at planning a party, so you ask him for

Research Questions

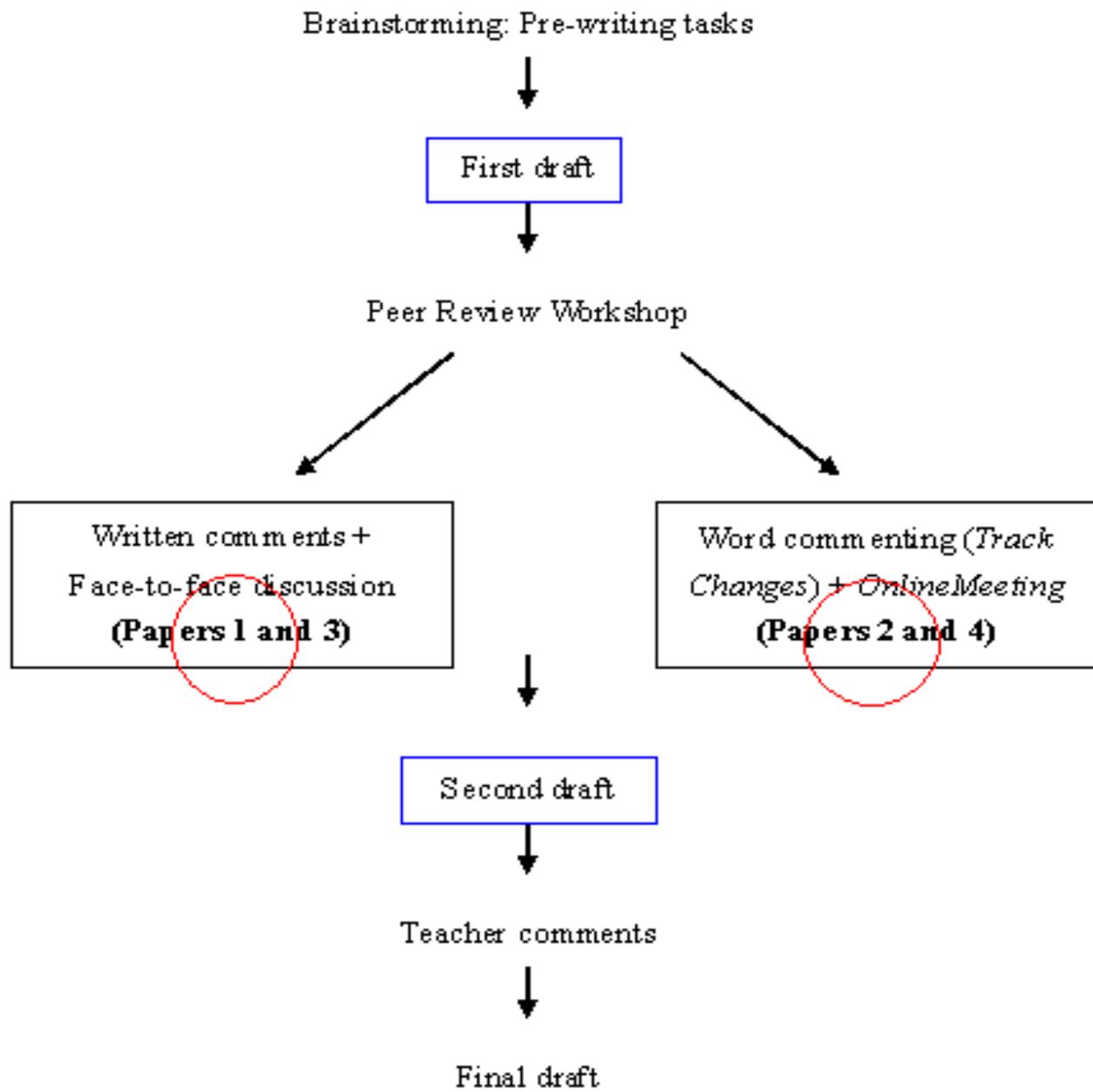
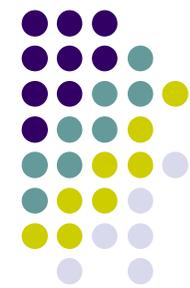


- Does feedback from different peer review modes improve students' writing quality, and if it does, how does it help?
- How do students incorporate peer comments from different peer review modes into subsequent drafts?
- What are students' perspectives on the two different peer review modes?

Method: Data Collection



- Setting: an intermediate-level EFL writing course, required for all English majors at a public university in northern Taiwan.
- Participants: an intact class of 13 sophomores (1 male and 12 females), including 12 English majors and one student from the Department of Special Education.
- 4 Writing Cycles: 4 expository papers with multiple drafts in an 18-week semester.



Research Methodology



- Data collected:

1. Writing samples: 104 expository essays (all drafts 1 and 2 from 4 major papers on different topics)
2. 52 comments (26 hand-written comments and 26 typed comments)
3. 52 transcripts of F2F discussions and 52 online chats
4. A survey and follow-up interviews on students' perspectives on and evaluation of FFPR and CMPR.

Data Analysis



- All participants' Papers 1 and 2 (a total of 52 drafts)
- All the 1st and 2nd drafts were graded by two independent raters according to an analytical grading rubric.
- The analysis framework was based on Liu and Sadler's (2003) and Paulus' (1999) studies.
- The number of revision-oriented comments from the two PR modes and the ratio of comments that were incorporated into revision were calculated and compared.
- The size of revisions and the ratio of peer-triggered revisions were also examined.
- Survey and interview transcripts were analyzed.

Preliminary Findings



- Table 1. *Writing improvement*

Impacts of Different PR Modes on Writing Quality

Modes	Mean	S.D.	Std. error mean	t	Sig.(two-tailed)
FFPR (n=26)	3.7692	3.3393	.9261	4.070	.002***
CMPR(n=26)	1.2846	2.0732	.5750	2.408	.033*

* $p < .05$

** $p < .01$

Preliminary Findings (con't)



- Table 2.

Number of Revision-oriented Comments

Peer Comments	FFPR	CMPR
Incorporated Comments	91 (53%)	87 (52%)
Comments not being used	81 (47%)	81 (48%)
Total	172	168

Preliminary Findings (con't)



- Table 3.

Source of Revisions

Source	FFPR	CMFR
Peer-triggered	95 (49%)	93 (44%)
Self/other-influenced	98 (51%)	120 (56%)
Total	193 (100%)	213 (100%)

Preliminary Findings (con't)



Students' overall evaluation of the OnlineMeeting system:

- 92% of the students (12 out of 13) indicated that the document sharing and archiving function in OnlineMeeting was easy to use.
- 77% of students (10 out of 13) were satisfied with the chat function in *OnlineMeeting* because being able to see their peers' drafts on the same computer screen while chatting was helpful. Also, the system automatically archived the chat history, which allowed students to retrieve it later when they revised subsequent drafts at home.

Preliminary Findings (con't)



- However, in the written survey, when being asked about which PR mode they preferred and found more useful, only 46% of the students chose CMPR and the rest of 54% liked FFPR.

Preliminary Findings (con't)



Students' perspectives on some features of the *OnlineMeeting* system and different PR modes:

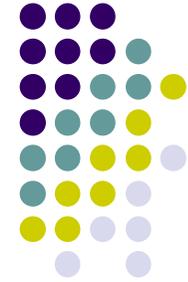
- Because both PR modes in this study involved a two-step procedure, the media used for communication and interaction in the first and second steps seemed to affect students' attitudes in different ways.

Preliminary Findings (con't)



- With respect to the PR modes in the first step, 92% of students preferred Word commenting to hand-written comments.
- Only one student said he liked to write comments on paper mainly because of his poor English typing skill.

Preliminary Findings (con't)



Regarding the second step of the PR process,...

- In the follow-up interview with the researcher, only 2 students said that they preferred CMPR to FFPR.
- 85% of students indicated combining Word commenting and face-to-face discussion would be more effective and efficient than either of the PR modes used in this study.

Preliminary Findings (con't)



Hand-written comments VS. Word commenting

For peer reviewers:

- keep referring to a specific part of the essay when writing comments

For writers:

- can easily lose track of which part of the essay the peer is commenting on.
- not easy to read if the hand writing is illegible
- no electronic back-up copies

Preliminary Findings (con't)



Advantages of Word commenting:

- efficient due to “track changes” and “highlighting”. All the changes and comments can be easily identified.
- handy when it comes to revising papers because of *Word’s cut and paste* function.
- avoiding some spelling and grammar mistakes.
- faster for those who have good typing skills.

Preliminary Findings (con't)



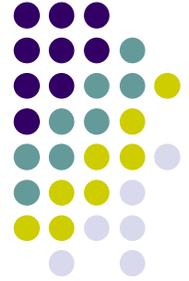
F2F Discussion vs. OnlineMeeting:

- The turn taking during online chats could be hard to determine and even confusing at times.

“Sometimes it is hard to figure out which question my partner was responding to, especially when I asked multiple questions in consecutive turns.”

- Hard to maintain the flow of conversation.
- Lack of non-verbal cues.

Directions for future research



- Examine the turn-taking/conversation maintenance on OnlineMeeting and how they affect the quality of PR discussion (Liu and Sadler, 2003, p. 220).
- Explore how different PR modes affect students' revision processes when they write different genres.
- Look at the use of different PR modes in various cultural or educational contexts with different group dynamics.

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