An Investigation of the Effects of Incorporating Peer Feedback into a Focus-on-Form EFL Writing Program

葉瓊文、莊維貞
E-mail: 9606744@mail.dyu.edu.tw

ABSTRACT
The purpose of the study was to examine whether incorporating peer feedback into the focus-on-form teaching instruction could enhance the college students' English writing ability, reduce their English writing anxiety in the writing process, increase the meta-cognition in the writing process and decrease the grammatical errors in their English compositions. A quasi-experiment was conducted. The subjects were 140 college students of a university in Taiwan. The subjects were assigned into two groups— the experimental group and the control group. The total length of the treatment was eight hundred minutes. The three instruments that were used for the pre- and the post- tests to measure the subjects' English writing anxiety, their meta-cognition in English writing and their grammatical errors are Second Language Writing Anxiety Inventory, Meta-cognition Inventory for English Writing and a self-developed test for grammatical errors. The results showed that incorporating peer feedback into a focus-on-form teaching instruction improved the students' grammatical accuracies in their writing, reduced their English writing anxiety and improved their meta-cognition during their writing process.

Keywords: focus-on-form, peer feedback, writing anxiety, meta-cognition

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