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

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 stu-dents' 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 experi-mental 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

Table of Contents

REFERENCES

(2005)   14(6) 118-121
    2002   10 75-100   : http://www.lttc.ntu.edu.tw/
            : http://www.toeic.com.tw/   (2007)   47(3) 11-16   :
http://home.homepages.com.tw/ielts/   : http://www.bulats.org/tests/writing/   2004
        :   311   (2003, January 13)
                http://ejee.ncu.edu.tw/committe/toeflscore.htm   2005,October 1   ? (1998)   —
            :   (2003)
    (2004)   8(2) 46-49   (2004)

22(5) 107-109 (2004) : (2004)

12 109-144 (1992) : (2005)

67-68 (2005) —

37(6) 460-464 (2004) 13(2) 19-37

(2004) 4(1) 47-50 (1998) :

: Applebee, A. (1981). Writing in the secondary school:English and the content areas. Urbana, III.:National Council of Teachers of English. Arndt, V. (1993). Response to writing: Using the feedback to inform the writing process. In M. N. Brock, & L. Walters (Eds.), Teaching composition around the pacific rim: Politics and pedagogy (pp. 90-116). UK. Multilingual Matters. Berg, E. C. (1999). The effects of trained peer responses on ESL students' revision types and writing quality. Journal of Second Language Writing, 8(3), 215-241. Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. Journal of Second Language Writing, 14, 191-205. Brown, R. (1973). A first language: The early stage. Cambridge, MA: Harvard University Press. Cathcart, R., & Olsen, J. W. (1976). Teacher's and student's preferences for correction of classroom errors. In J. Fanselow & R. Crymes (Eds), On TESOL, 76, 41-53. Washington, D. C.: TESOL. Cault, N. (1994). Comparing teacher and student responses to written work. TESOL Quarterly, 28(1), 181-188. Chamot, A. U., Kupper, L., & Impink-Hernandez, M. V. (1988). A study of learning strategies in foreign language instruction: The third year and final report. McLean, Va: Interstate Research Associates. Chaudron, C. (1988). Second language classrooms: Research on teaching and learning. Cambridge University Press. Chen, D. W. (2000). Finding clues, not detecting errors—A different approach to EFL composition. A paper presented in the International Language in Education Conference. Dec. 17-19, Hong Kong. Cheng,Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. Journal of Second Language Writing, 13, 313-335. Daly, J. A., & Miller, M. D. (1975). The empirical development of an instrument of writing apprehension. Research in the Teaching of English, 9, 242-249. Doughty, C. & Williams, J. (1998). Issues and terminology. In C. Doughty, & J. Williams (Eds.), Focus on form in classroom second language acquisition. Cambridge University Press. Dulay, H., & Burt, M. (1974). Natural sequence in child second language acquisition. Language Learning, 24, 37-53. Dulay, H., & Burt, M. (1975). A new approach to discovering universal strategies of child second language acquisition. In D. Dato (Ed.), Development psycholinguistics: Theory and applications (pp.209-233).Washington: Georgetown University Press. Ebel, R. L. (1979). Essential of educational measurement (3rd ed.), Englewood Cliffs, NJ: Prentice Hall. Ellis, R. (2001). Introduction: Investigating form-focused instruction. Language learning: 51 supplement 1, 1-46. Ellis, R., Basturkmen, H., & Loewen, S. (2002). Doing focus-on-form. System, 30, 419-432. Fathman, A., & Whalley, E. (1990) Teacher response to student's writing: Focus on form versus content. In B. Kroll (Ed.), Second language writing: Research insights for the classroom (pp.178-190). Cambridge University Press. Ferris, D. R. (1999). The case for grammar correction in L2 writing classes: A response to Truscott (1996). Journal of Second Language Writing, 8, 1-10. Ferris, D., & Roberts, B. (2001). Error feedback in L2 writing classes: How explicit does it need to be? Journal of Second Language Writing, 10, 161-184. Flower, L. S., & Hayes, J. R. (1980). Identifying the organization of writing processes. In L. W., & E. R. Steinberg (Eds.), Cognitive processes in writing. Hillsdale, NJ: Lawrence Erlbaum Associates. Flower, L. S., & Hayes, J. R. (1981). Plans that guide the composing process. In C. H. Frederiksen & J. F. Dominic (Eds.), Writing: The native, development and communication (pp.39-58). Hillsdale, NJ: Lawrence Erlbaum Associates. Fotos, S. (1994). Integrating grammar instruction and communicative language use through grammar consciousness-raising tasks. TESOL Quarterly, 28, 323-351. Fotos, S., & Ellis, R. (1991). Communicative about grammar: A task-based approach. TESOL Quarterly, 28, 2, 605-628. Frodesen, J., & Holten, C. (2003). Grammar in the ESL writing class. In Barbara Kroll (Ed.), Exploring the dynamics of second language writing (pp.141-161). New York: Cambridge University Press. Fukuya, Y., Reeve, M. Gisi, J., & Christianson, M. (1998). Does focus on form work for teaching sociopragmatics? A paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning. Gee, J. P., Michaels, S., & O'Connor, M. C. (1992). Discourse analysis. In M. LeCompte, W. Millroy, & J. Preissle (Eds), The handbook of qualitative research in education. New York: Academic Press. Hall, J. K. (1981). Evaluating and improving written expression. Boston: Allyn & Bacon. Harley, B. (1998).The role of focus-on-from tasks in promoting child L2 acquisition. In C. Doughty, & J. Williams (Eds.), Focus on form in classroom second language acquisition (pp. 156-174). Cambridge University Press. Hendrickson, J. M. (1980). The treatment of error in written work. Modern Language Journal, 64, 216-221. Hillocks, G. (1995). Teaching writing as reflective practice. New York:Teachers College Press. Hillocks, G. (1982). The interaction of instruction, teacher comment and revision in teaching the composing process. Research in the Teaching of English, 16, 261-278. Hinkel, E., & Fotos, S. (2002). From theory to practice: A teacher's view. New perspectives on grammar teaching in second language classrooms (p.5). Mahwah, NJ: Lawrence Erlbaum Associates. Holaday, L. (1997). Writing students need coaches, not judges. In S. Tchudi, (Ed.), Alternatives to grading students writing. Urbana, Ill : National council of Teachers of English. Horwitz, E., Horwitz, M., & Cope., J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70, 125-132. Huff, R., & Kline, C. R. (1987). The contemporary writing curriculum: Rehearsing, composing, and valuing. New York: Teacher College Press. Hyland, K. (1990). Providing productive feedback. ELT Journal, 44, 279-285. Ihde, T. W. (1995). Teaching Irish to Americans: Focus on feedback. TEANGA: The Irish yearbook of applied linguistics, 15, 81-89. Jacobs, G. M. L., Curtis, A., Braine, G., & Huang, S. Y. (1998). Feedback on student writing: Taking the middle path. Journal of Second Language Writing, 7(3), 307-317. Judithann, W. W. (1993). Weekend report: A qualitative study of the scaffolding strategies used by a teacher of children with handicaps during a "sharing time" discourse event. Dissertation: University of Cincinnati. Kang, Y. J. (2005). Written narratives as an index of L2 competence in Korean EFL learners. Journal of Second Language Writing, 14, 259-279. Knudson, R. E. (1995). Writing experiences, attitudes, and achievement

of first to sixth graders. Journal of Educational Research, 89(2), 90-97. Krsahen, S. D. (1981). Effective second language acquisition: Insight from research. In J. E. Alatis, H. B. Altman, & P. M. Alatis (Eds.), The second language classroom: Direction for the 1980's (pp.97-109). Oxford University Press. Krashen, S. D. (1982). Principles and practice in second language acquisition. New York: Pergamon Press. Krashen, S. D. (1994). Self-correction and the monitor: Present of error corrected of those attempted vs. present corrected of all errors made. System, 22(1), 59-62. Lee, I. (1997). ESL learners' performance in error correction in writing: Some implications for college-level teaching. System, 25, 203-218. Leki, I. (1991). The preference of ESL students for error correction in college level writing classes. Foreign Language Annals, 24(3), 203-218. Lim, J. (2001). The effects of different types of instruction: Focus-on-Form study. Journal of Pan-Pacific Association of Applied Linguistics, 5(2), 253-266. Long, M. (1991). Focus on form: A design feature in language teaching methodology. In K. De Bot, D. Coste, R. Ginsberg, & C. Kramsch (Eds.), Foreign language research in cross-cultural perspective (pp.39-52). Amsterdam: John Benjamins. Long, M., & Robinson, P. (1998). Focus on form: Theory, research, and practice. In C. Doughty., & J. Williams (Eds.), Focus on form in classroom second language acquisition (pp.24-25). Cambridge: Cambridge University Press. Moore, L. K. (1986). Teaching students how to evaluate writing. TESOL Newsletter, 20, 23-24. Muranoi, H. (2000). Focus on form through interaction enhancement: Integrating formal instruction into communicative task in EFL classrooms. Language Learning, 50, 617-673. Newkirk, T. (1979). Why students find writing to be torture. Paper presented at the Annual Spring Meeting of the North-East Modern Language Association (Hartford, Connecticut, March 29-31, 1979). Noll, V. H., Scannel, D. P., & Craig, R. C. (1979). Introduction to educational measurement (4th ed.). Boston: Houghton Mifflin. O' Malley, J. M., & Chamot, A. U. (1993). Strategies used by second language learners. Learning strategies in second language acquisition (p142). New York: Cambridge University Press. Pajares, F., & Johnson, M. J. (1994). Confidence and competence in writing: The role of self-efficacy, outcome expectancy, and apprehension. Research in the Teaching of English, 28(3), 313-331. Paulus, T. M. (1999). The effects of peer and teacher feedback on student writing. Journal of Second Language Writing, 8(3), 265-289. Pienemann, M. (1984). Psychological constraints on the teachability of languages. Studies in Second Language Acquisition, 6, 186-214. Raisman, N. (1982). I just can't do English: Writing anxiety in the classroom. Teaching English in the Two-Year College, 9(1), 19-23. Robb, T., Ross, S., & Shortreed, I. (1986). Salience of feedback on error and its effect on EFL writing quality. TESOL Quarterly, 20, 83-93. Schachter, J. (1984). A universal input condition. In W. Rutherford (Ed.), Universals and second language acquisition (pp. 167-183). Amsterdam: John Benjamins. Schmidt, R. (1990). The role of consciousness in second language learning. Applied Linguistics, 11, 129-158. Schmidt, R. (1993). Awareness and second language acquisition. Annual Review of Applied Linguistics, 13, 206-226. Stanley, J. (1992). Coaching student writers to be effective peer evaluators. Journal of Second Language Writing, 1, 3, 217-233. Swain, M. (1995). The functions of output in classroom language learning. In G. Cook, B. Seidhofer (Eds.), For H. G. Widdowson: Principles and practice in the study of language: Oxford University Press, Oxford, 125-144. Topping, K. (1998). Peer assessment between students in colleges and universities. Review of Educational Research, 68, 249-276. Tsui, Amy B. M., & Ng, M. (2000). Do secondary L2 writers benefit from peer comments Journal of Second Language Writing, 9, 2, 147-170. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. M. Cole, V. JohnStener, S. Scribner E. Souberman (Eds.). Cambridge, MA: Harvard University Press. (Original work published 1935) White, E. M. (1994). Teaching and assessing writing (2nd ed.). CA: Jossey- Bass Publishers. Yao, Shenjen S. (2000). Focus on form in the foreign language classroom: EFL college learners' attitudes toward error correction. Dissertation: University of New York. Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? The Modern Language Journal, 75, 426-439. Ziv, A. (1984). The effect of teacher comments on the writing of four college freshmen. In R. Beach & L.S. Bridwell (Eds.), New direction in composition research (pp. 362-380). New York: Guilford Press.