

Comparing Written-Only and Written-Plus-Spoken Peer Feedback in a Japanese EFL University Context

Keiko HIROSE

Aichi Prefectural University, Japan

This classroom-based study examines how Japanese EFL university students with no previous peer feedback (PF) experience perceived English paragraph writing instruction with the addition of two types of PF: written-only and written-plus-spoken feedback. Over a 13-week semester, one group of students received English writing instruction with written-only PF, whereas the other group received the instruction with written-plus-spoken PF. Specifically, the study compared the two groups' perceptions of PF, attitudes towards English writing, and writing improvement. In each class session, students exchanged writing assignments with new partners and participated—using English—in PF sessions during pair work. Afterwards, they also received teacher feedback on their writing. The results found no significant differences in student perceptions between the two groups except that those who experienced multi-modal feedback enjoyed writing feedback more and felt it easier to write English at the end of the course than those who only provided/received written feedback. Although the effects of neither type of instruction were great enough to significantly improve student abilities or boost confidence in English writing, those who experienced written-only PF showed some positive improvement on subsequent writing. Possible directions for future L2 writing research and instruction are suggested.

Introduction

Peer feedback (PF) is an activity in which students receive feedback about their writing from peers. It has played a major role in second