

How Peer Response Affects Writing

In Case of Intermediate Japanese Learners

HARATA Michiyo

Key words: peer response, qualitative improvement of writing, collaborative writing, scaffolding, self-reflection

This paper aims to gain an understanding of the way in which peer response activities change (1) writing before and after the activities and (2) how the activities affect the writing itself.

As a result, for (1) above, we find positive changes concerning contents and structure and some changes affecting paragraphs. As for (2) above, in the cases of writing with high, low, coherent, and inconsistent evaluations, we examined the writing's relationship with the activities. In writing with a high evaluation, working with a sympathetic understanding or attitudes as well as consciously grasping the fact that my opinion was different from others and expressing this fact brought about positive affect. However, even if we had a rich discussion, in terms of evaluation perspective, some writing did not lead to a qualitative improvement.

The most difficult problem was to find the logical relationship between writing with low or inconsistent evaluations and peer response. We have to question the quality of the peer response. In future long-term trial and error experiments, it will be necessary to discover what kind of scaffolding readers may establish for writers and what kind of support teachers may provide for their students.

(Graduate School, University of Ochanomizu)