

## **Computer-Mediated and Face-to-Face Peer Response in JSL Writing**

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### **Summary**

The peer response activity in the classroom is often time-consuming. To resolve this issue, we introduced a computer-mediated peer response (hereafter CMPR). After conducting a face-to-face peer response (hereafter FFPR) with 11 intermediate and advanced learners in the classroom, we conducted asynchronous CMPR, a process in which students can respond in their free time (e.g., in their own homes) to compositions written by their peers. Then we compared CMPR and FFPR in terms of evaluation of writing, peer feedback, and the learner's perception. The results showed that (1) FFPR tended to result in greater improvements in grades than CMPR when essays were rewritten after the peer review process; (2) CMPR generated significantly less peer feedback on problematic points than FFPR; and (3) learners tended to prefer FFPR to CMPR. These results highlighted significance of the fact that FFPR is synchronous and CMPR is asynchronous. The asynchronous CMPR is different in character from FFPR; therefore, there is a need to stimulate writing motivation and enhance the learners' autonomy.

Key words : computer-mediated peer response, face-to-face peer response, synchronous/asynchronous, autonomy, motivation