

## عنوان مقاله:

Peer Feedback and EFL Learners' Writing Enhancement and Anxiety

## محل انتشار:

پنجمین کنفرانس ملی رویکردهای نوین در آموزش و پژوهش (سال: 1399)

تعداد صفحات اصل مقاله: 20

## نویسندگان:

Amin Bolourchi - Ministry of Education, Urmia, West Azarbaijan, Iran

Maryam Soleimani - Department of Humanities, Farhangiyen University, Urmia, West Azarbaijan, Iran

## خلاصه مقاله:

The efficacy of feedback given by teachers and received by students has been the center of conceptual and empirical attention for a few decades. Thus, this study explored the effect of peer feedback (PF) on EFL learners' writing enhancement and anxiety. To this end, the researchers selected two intact classes including 48 intermediate EFL learners as experimental and control groups (24 learners in each). For collecting data, the researchers conducted pre-test, post-test, writing pieces, and Cheng's (2004) Second Language Writing Anxiety Inventory (SLWAI). The results of t-test revealed that the experimental group in which PE had been conducted outperformed the control. Moreover, the results of Cheng's SLWAI questionnaire indicated that the experimental group's anxiety level decreased to a large extent. The implications are discussed in terms of applying PF into writing classes to help the language learners to express their ideas more accurately and comfortably.

## کلمات کلیدی:

Feedback, Peer feedback, Writing anxiety, Writing performance, EFL learners

## لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/1152657>

