PEER SUPPORT CHOICES OUTSIDE THE WRITING CLASS JOHN BANKIER, KANAGAWA UNIVERSITY

Theoretical Framework

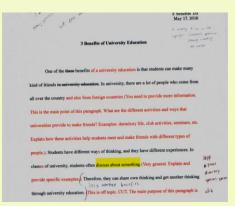
- Language socialisation (<u>Schieffelin & Ochs, 1986</u>)
- Individual networks of practice (Zappa-Hollman & Duff, 2015) which synthesises community of practice (Wenger, 1998), network of practice (Brown & Duguid, 2000) and social network analysis (Milroy, 1987)

Background and Participants

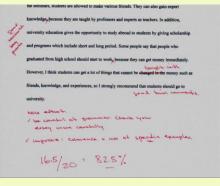
- 1st-year students in an intensive 2-year EAP program
- 6-7.5 hrs. instruction + ~12 hours out-of-class work weekly
- "Intermediate" and "Advanced" classes
- 5 focal participants in Spring; 3 continued to Fall and 2 new joined; 3 class teachers; 7 additional student participants

Student peer review in the program

Draft 1: self-review



one of the three benefits is that students can make many kind of friends in univ	ersity
Envineral 3 total total total	618 2312
(education) In university, there are a lot of people who come from all over the country.	詳い言及したろいいやも
Students have different way of thinking, and they have different experiences. In class of	
A Draw That Are	
university, students will discuss about something. They can share own thinking through	
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university education How to make friends, first, students should start to call out to som	eone
who they want to become friend. Then, it is better to express own thinking and listen to	
* •••	
friend. These are the ways to make friends. However more important anything is cheris	ning their triad;
verter visit and the states from the	second benefits
الله friendship. I think making friends is very important First, friends can be student's st	ipport at aniversi
berause	of \$5 and star
when student feel down Next, students can get many points of view because of there a	re TT will
2 15545t	
many kind of students in university. This will broaden them horizons. In conclusion, st	udants
若干品に至いかも	there are many
are able to get rich sense of humanity by making friends.	kind of friend
pecialized, krowledge	or benefits
Second benefits is that students can gain specialized knowledge in university	++3
RB ENI	



Draft 2: peer review
Peer review partners
assigned
Annotations in English or
Japanese
Intermediate: In class
Advanced: Outside class;
meeting to discuss
feedback encouraged (not
required)

Peer Support Choices

Peer review discussions between friends

- Lengthy discussions with the assigned peer reviewer, collaborating on ideas and meaning
- Usually between same-gender classmates who were also friends



Seeking support from peers or senpai

- Knowledgeable individuals:
 - Former-EAP Advanced class senpai

 - The "good at grammar" classmate o Class teacher
- In response to specific difficulties:
 - Poor instructor evaluations/plagiarism
 - Insufficient or unclear peer feedback

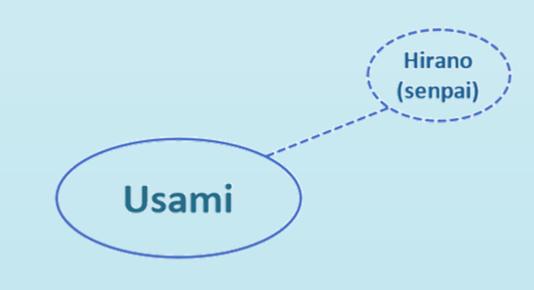
Draft 3: instructor feedback

Final draft: grade and instructor feedback

Data collection and analysis

- 3-5 interviews per semester (focal participants) 2016-2017
- Social network maps
- Assignment drafts, worksheets, outlines, personal notes etc., Line app chats
- Inductive, cyclical analysis (<u>Duff, 2008</u>) for academic literacy practices
- Original Study Research Questions (link)

HOWEVER...



- Most senpai not recognised
- Students in other classes or outside
- the program not <u>valued</u>
 - ... as sources of support

"Just exchanging" the writing

- Annotating but little or no spoken interaction
- Often different-gender and/or sociallydistant partners, or those perceived to be less invested in *or* knowledgeable about the class
- Advice about language usually but often feedback on ideas or meaning was not understood

Support from a peer group

- Participants formed study groups to work on assignments together
- Shared emotional support
- Formed naturally through shared commuting routes, living arrangements or academic attitude

HOWEVER...

Some males viewed this as a female practice, describing looser social ties

Some students resisted meeting classmates outside class for other reasons

Library friends Keigo Misako Yoko



Implications for teachers

These are my own takeaways from the research. I invite audience members to think about how these may apply to your teaching context.



Feedback on writing from peers was usually valued and advice taken



Socially-close partners met to discuss peer review feedback



Socially-distant partners rarely met, even when advice was insufficient/unclear



When peer feedback was lacking, support from classmates, *senpai* or the class teacher was sometimes sought



Gender relations sometimes discouraged outof-class interaction among male and female learners



Students needed a reason to seek support, and were selective in doing so

CONSIDERING PEER SUPPORT IN YOUR CONTEXT

- Do you think your students meet outside 1. class?
- Do learners need to support each other outside class time?
- If so, how do you encourage peer support? 3.

Contact me

Thank you for reading! I'll be online to answer questions and expand on the content of this poster.

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