

Title: Peer Response in CHL Learners' Writing Process in Chinese - The Student Perspective

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Abstract: Peer reviewing has been widely adopted and extensively discussed in both first (L1) and second (L2) language writing instruction. However, heritage language (HL) learners, who are different from L2 learners, have not received adequate attention in such discussions. The purpose of this study was to investigate Chinese heritage language (CHL) learners' perceptions of peer response in their writing process in Chinese. By shedding light on this aspect, this study attempts to provide valuable insight into ways to improve the effectiveness of peer response, consequently promoting the development of CHL student writing in the HL.

The present study took place at an American private university in the Midwest in the academic year 2016-2017, and mainly adopted qualitative methodology. Data was collected by diverse means, including conducting surveys and semi-structured in-depth interviews, as well as collecting students' compositions and peer response sheets. Specifically, the following types of data was obtained: 1) Anonymous survey on students' perceptions; 2) Forty-four pieces of student writing; 3) After the initial coding and analysis of the collected data, subsequent semi-structured in-depth interviews were conducted with participants individually to enrich and triangulate the data resulted from the two aforementioned sources.

Analysis of the data collected in the present study revealed that the great majority of participants held favorable attitudes toward peer feedback, serving as a valuable source of feedback for their revision and development of writing. Complex and varying factors affect the impact of the activity implementation. The extent of homogeneity of HL learners' linguistic and cultural background played a pivotal role in productively implementing peer feedback. Additionally, participants who adopted peer feedback in fact did focus on in-depth revision, differing from previous research findings. Furthermore, parental involvement in feedback calls for more attention and should be included in the scope of discussion to improve HL learners' writing.

Keywords: peer response; feedback; Chinese heritage language learners; writing