THE EFFECTS OF COMPUTER-MEDIATED PEER REVIEW ON PRE-SERVICE EFL TEACHERS’ WRITING ABILITY AND SELF-EFFICACY: A CASE STUDY

The purpose of this qualitative case study was to examine the effect of experiencing CMPR on pre-service EFL teachers’ writing performance, their peer comments, and their revisions. The study also explored their perceptions of CMPR and computer mediated communication (CMC) features (i.e., Word's Track Changes and Comments and Zoom), implemented in this study, and analyzed their sense of writing self-efficacy after the preparation.

Event Information
Date: November 1, 2021
Time: 3:00-4:30
Location: Ritter Conference Room 319L in Ed Leadership

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