

Novice Iranian EFL Writers' Reactions to Collective Peer Scaffolding Incorporation into their Paragraph Writing Course

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Abstract: Research has provided conflicting findings regarding the benefits of paired and small-group peer scaffolding in EFL writing context. The present case study incorporated collective peer scaffolding technique in an EFL paragraph writing class and elicited learners' reflections towards this activity. After some preliminary sessions which focused on writing process instruction and collective peer scaffolding training, the students were introduced to three writing genres. Each genre was discussed and practiced every other week and was followed by a collective peer scaffolding session. During collective scaffolding sessions, representative learners were asked to write their paragraphs on the board. Other students acted as collective, scaffolding solutions to the problems they noticed in the paragraphs written on the board. All of the students were also required to carefully listen to the scaffolds (comments) provided in class, use them to self-revise their first drafts (if applicable), and develop their second drafts. At the end of the term, eight volunteer students were invited to participate in a group interview and their reactions to this technique were elicited. In general, the experience was favored by the interviewees and the challenges reported in previous research regarding pair and small-group scaffolding/collaboration were not expressed by this cohort of EFL learners.

Keywords: Collective Peer Scaffolding, Sociocultural Learning Theory, L2 Writing Learners' Perceptions, Peer Feedback, EFL Writing.

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