

ProQuest Central China 综合期刊数据库

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讲座目标

本讲座结束后将会学习到

- 了解ProQuest学术资源及其优势
- 利用ProQuest平台功能，通过检索案例熟悉检索方法
- 掌握检索结果的利用和处理的方法



讲座内容

1. 资源介绍
2. 检索功能
3. 检索结果



为什么要用数据库



获取权威的文献

开展文献的调研

获得新研究灵感

了解的行文结构

开展对比和分析

可作为研究工具





.....



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举例：获取权威文献

- 1  **An analysis of three curriculum approaches to teaching English in public-sector schools** Graves, Kathleen; Garton, Sue. **Language Teaching; Cambridge** Vol. 50, Iss. 4, (Oct 2017): 441-482. 全文献
...world of English language teaching encompasses distinct domains, groups of...
...English language teaching difficult to define. In the last Language Teaching ...
...teaching and learning of English in schools. We will close with suggestions for...
Scholarly Journals 摘要/索引 全文献 全文 - PDF 格式 (352 KB) 引用人 (1) 显示摘要 ▾
- 2  **"Education Is All About Opportunities. Isn't It?": A Biographical Perspective on Learning and Teaching English in Sri Lanka** Hayes, David. **Harvard Educational Review; Cambridge** Vol. 80, Iss. 4, (Winter 2010): 517-540,586. 全文献
...and teaching experiences of a teacher of English in Sri Lanka. He shows how...
...English teaching in Sri Lanka, including attitudes toward the language itself...
...of teaching and learning English in particular sociocultural contexts...
Scholarly Journals 摘要/索引 全文献 全文 - PDF 格式 (1 MB) 引用人 (4) 参考文献 (68) 显示摘要 ▾
- 3  **Research on English teaching and learning: Taiwan (2004-2009)** Chen, Suchiao; Tsai, Yachin. **Language Teaching; Cambridge** Vol. 45, Iss. 2, (Apr 2012): 180-201. 全文献
...2000), this study is limited to a review of local research in English teaching...
...English teaching and learning network through three major English teaching...
...English Teaching and Research Association, which sponsors the annual...
Scholarly Journals 摘要/索引 全文献 全文 - PDF 格式 (211 KB) 引用人 (12) 参考文献 (112) 显示摘要 ▾
- 4  **English-medium teaching in Korean higher education: policy debates and reality** Byun, Kiyong; Chu, Huijung; Kim, Minjung; Park, Innwoo; Kim, Suhong; 等 **Higher Education; Dordrecht** Vol. 62, Iss. 4, (Oct 2011): 431-449. 全文献
... English-medium teaching in Korean higher education: policy debates...
... English-medium teaching Higher education Korea Policy ...
... English-medium teaching on an institutional level, we conducted an in-depth case...
Scholarly Journals 摘要/索引 全文献 全文 - PDF 格式 (188 KB) 引用人 (52) 参考文献 (32) 显示摘要 ▾



举例：开展文献的调研

ProQuest Central China

基本检索 高级检索 出版物 | 更改数据库

peer feedback second language

59,104 个检索结果

排序条件

相关性

限定条件

全文文献

同行评审

出版物类型

学术期刊 (54,733)

书籍 (108)

音频和视频作品 (1)

杂志 (671)

行业杂志 (1,924)

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出版日期

1959 - 2021 (十年每格)

选择 1-50



Scholarly Journals

Peer feedback in second language writing (2005-2014)

Yu, Shulin; Lee, Icy. **Language Teaching**; Cambridge Vol. 49, Iss. 4, (Oct 2016): 461-493.

...languages to interact with their peers during peer feedback and how language use...
...Terms like 'peer comments' or 'feedback/comments provided by peers' refer to the...
...of peer feedback, i.e. the actual feedback or comments provided by peers...

摘要/索引 全文文献 全文 - PDF 格式 (287 KB) 引用人 (14)

全文文献

显示摘要



Scholarly Journals

Peer review and training: Pathways to quality and value in second language writing

Sánchez-Naranjo, Jeannette. **Foreign Language Annals**; Alexandria Vol. 52, Iss. 3, (Fall 2019): 612-643.

...feedback on their partners' second language (L2) writing. Sixty-five...
...receiving feedback from a trained L2 peer and incorporating a higher number of...
...than peer feedback (Braine, 2003; Kamimura, 2006). Similarly, because many...

摘要/索引 全文文献 全文 - PDF 格式 (838 KB) 引用人 (1)

全文文献

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Scholarly Journals

The impact of second language proficiency in dyadic peer feedback

Allen, David; Mills, Amy. **Language Teaching Research**; London Vol. 20, Iss. 4, (Jul 2016): 498-513.

...feedback is widely used in second and foreign language...
...While second language (L2) proficiency is likely to be an important factor...
...peers' ability to give and utilize feedback, its contribution has been...

引文/摘要

修改检索 近期检索 保存检索/提醒

与您的检索匹配的书籍



Introduction to Part 1 -
Introduction: TRAINING

Griffith, Susan.

Teaching English Abroad. 13-
33,35-48,50-62. Richmond: Crimso ...



Introduction to Part 2 - Country
by country guide: MIDDLE EAST

Griffith, Susan.

Teaching English Abroad. 300-332.
Richmond: Crimson Business Ltd, ...

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举例：获得新研究灵感

Reading and Writing (2020) 33:485–505
<https://doi.org/10.1007/s11145-019-09971-6>

Feedback-seeking behavior in second language writing: motivational mechanisms

Mostafa Papi¹ · Anna Vitalyevna Bondarenko¹ · Brenda Wawire² ·
Chen Jiang¹ · Shiyao Zhou¹

<https://search.proquest.com/pqcchina/docview/2260499604>



Limitations and **future research directions**

In this study, data were collected using a self-report questionnaire. Employing other data collection methods such as observing students' behavioral response to WCF, scenarios, interviews, diaries, teachers' reports and even psycholinguistic methods such as eye-tracking can shed more light on L2 writers' FSB. In this study, the mind-sets were examined as antecedents of the self-presentation cost and value of FSB. In future studies, other factors that influence such costs and values can be investigated. These can include students' previous experiences with feedback, and performance level, teacher–student relationships, feedback environment and attitudes, how errors are perceived in the class, classroom goals, objectives, and assessment standards, and basically any factors that might affect learners' perceptions of the cost and value associated with FSB. Learners' proficiency level was not considered in this study. It is possible that learner with different proficiency levels show different motivational and feedback-seeking patterns. Exploring the effects of proficiency in FSB might thus further our understanding of the topic.¹ In this study, only the learning value and self-presentation cost of feedback seeking were examined. Future studies can explore other costs and values such as ego and effort costs (Ashford, 1986), and image/ego-enhancement and appraisal values (Park et al., 2007) to get a more comprehensive picture of the motivational mechanisms underlying FSB. FSB could also be investigated in terms of the timing and frequency of seeking, the sign of feedback (e.g., positive vs. negative), the type of feedback (e.g., process, product, explicit, implicit, etc.), the source of feedback (e.g., teacher vs. peers), and the out-



举例：作为研究工具



Lang. Teach. (2016), 49.4, 461–493 © Cambridge University Press 2016
doi:10.1017/S0261444816000161

State-of-the-Art Article

Peer feedback in second language writing (2005–2014)

Shulin Yu University of Macau, Macau SAR, China
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Icy Lee The Chinese University of Hong Kong, Hong Kong SAR, China
icylee@cuhk.edu.hk

<https://search.proquest.com/pqcchina/docview/1822347713>

peer feedback activity as a whole, including both the process and the product of this activity. When we refer to the process of peer feedback, we use terms like ‘peer feedback process’, ‘the process of peer feedback’, ‘peer interaction’, and ‘peer collaboration’. Terms like ‘peer

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comments’ or ‘feedback/comments provided by peers’ refer to the product of peer feedback, i.e. the actual feedback or comments provided by peers.

Although a growing body of research has investigated various aspects of peer feedback in

The aim of this article is therefore to provide a critical discussion of the major theories, themes and research methodologies in the existing studies on peer feedback, and to identify the potential research gaps and areas for future research. This article brings together research and development in peer feedback in L2 writing from refereed journal articles, monographs, book chapters, conference proceedings, as well as doctoral dissertations published over the past ten years (i.e. 2005–2014). The corpus was established through a literature search

in widely used databases on language education and applied linguistics including ERIC (the Educational Resource Information Center), Scopus, ProQuest Dissertations & Theses Global (PQDT), Education Index/Abstracts, Cambridge Collection Online, Conference Proceedings Citation Index- Social Science & Humanities (CPCI-SSH), Linguistics and Language Behavior Abstracts (LLBA), Academic Search Premier, and Web of Science. The World Wide Web (like Google academic search) was also used as an additional resource to

search for relevant empirical studies on peer feedback in L2 writing. The keywords used for the literature search include peer feedback/peer response/peer review/peer assessment/peer editing/peer interaction + English as a second language (ESL)/English as a foreign language (EFL)/L2 writing. Based on reading and re-reading of the titles, abstracts, research methods sections, as well as conclusions of the studies identified through the initial literature research,

we excluded irrelevant or non-empirical studies and retained the empirical studies on peer feedback in L2 writing as the body of research for the synthesis. A content analysis approach



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ProQuest Central China综合学术期刊数据库

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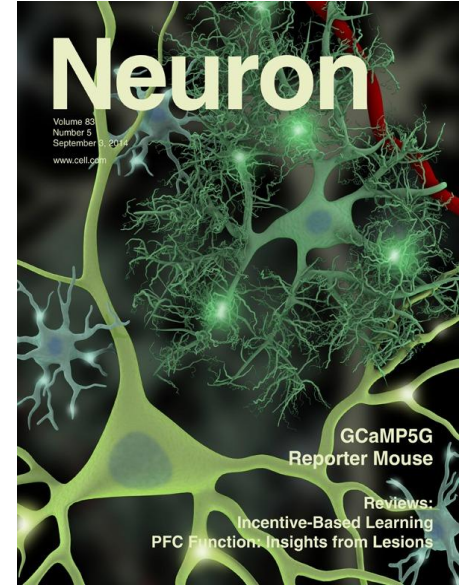
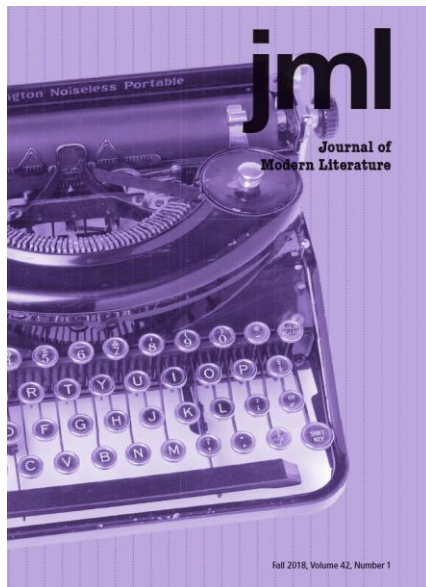
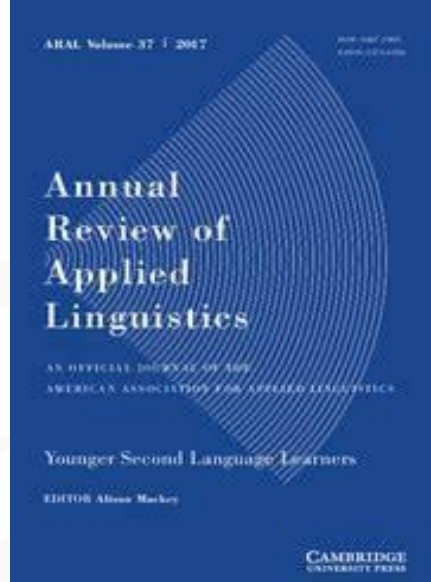
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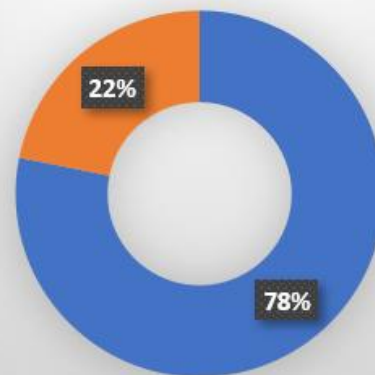
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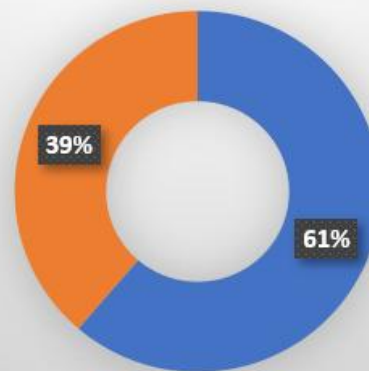
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PQ全文刊被SCI索引百分比



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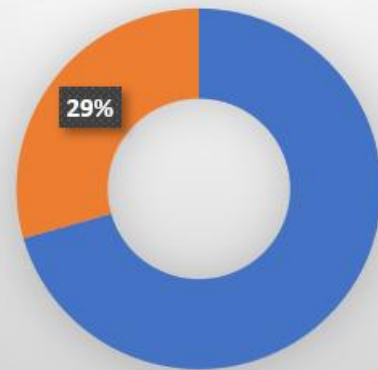


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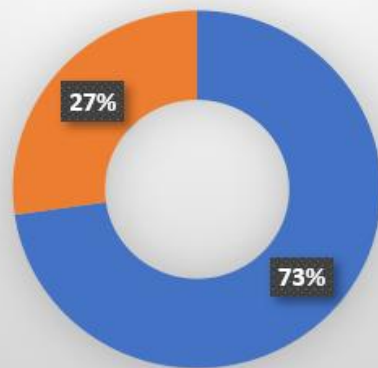
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PQ全文刊被A&HCI索引百分比



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PQ全文刊被ERIC索引百分比

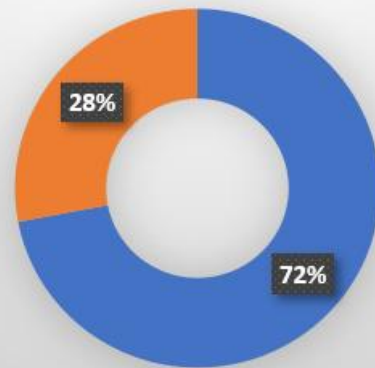


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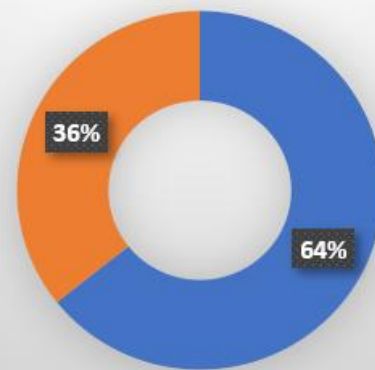
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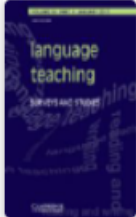

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	出版商	Cambridge University Press
	ISSN	0261-4448
	出版地	Cambridge

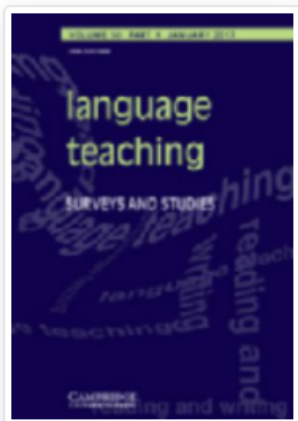


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Cambridge: Cambridge University Press

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引文/摘要

1 Nikolov, Marianne; Timpe-Laughlin, Veronika. **Language Teaching**; Cambridge Vol. 54, Iss. 1, (Jan 2021): 1-37.



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讲座内容

1. 资源介绍
2. 检索功能
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引言
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引言：我要做什么（空白）、为什么做（空白很重要）、做了什么（填补空白）

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基本检索

ProQuest平台

基于检索的相关性和全面性
检索算符运用举例：

案例：peer feedback in
second language

更多帮助点击：[检索技巧](#)

The screenshot shows the ProQuest Central China search interface. At the top, the search bar contains the query "peer feedback second language", which is highlighted with a red box. Below the search bar, it displays "59,104 个检索结果". On the left side, there are filters for "排序条件" (Sorted by: 相关性), "限定条件" (Limit by: 全文献, 同行评审), and "出版物类型" (Publication types: 学术期刊, 书籍, 音频和视频作品, 杂志, 行业杂志). The main results area shows two entries, each with a thumbnail, title, author, journal information, and a snippet of the abstract. The first entry is "Peer feedback in second language writing (2005-2014)" by Yu, Shulin; Lee, Icy, published in Language Teaching, Cambridge. The second entry is "Peer review and training: Pathways to quality and value in second language writing" by Sánchez-Naranjo, Jeannette, published in Foreign Language Annals, Alexandria.

检索peer feedback second language默认为检索 peer and feedback and second and language ,检索结果多，但准确性会欠缺



基本检索

ProQuest平台

基于检索的相关性和全面性
检索算符运用举例：

案例：**peer feedback in second language**

更多帮助点击：[检索技巧](#)

The screenshot shows the ProQuest Central China search interface. At the top, the search query is entered in a search bar: "peer feedback" and "second language". Below the search bar, the results count is displayed as "874 个检索结果". The left sidebar contains filters for sorting conditions (相关性), limiting conditions (全文文献, 同行评审), and publication types (学术期刊, 书籍, 杂志, 行业杂志, 会议论文及记录). The main results area shows two search results, each with a title, author, journal information, and a snippet of the abstract. The first result is "Technology-supported peer feedback in ESL/EFL writing classes: a research synthesis" by Chen, Tsuiqing, published in Computer Assisted Language Learning. The second result is "What Is the Influence of Peer Feedback and Author Response on Chinese University Students' English Writing Performance?" by Zhang, Xin; McEneaney, John E., published in Reading Research Quarterly.

检索 “**peer feedback**” and “**second language**”，加“ ”
为词组检索，可以提供检索结果的准确性，但会排除大量相关结果



基本检索

ProQuest平台

基于检索的相关性和全面性
检索算符运用举例：

案例：peer feedback in
second language

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The screenshot shows the ProQuest Central China search interface. At the top, the search query "peer* feedback*" and "second language" is entered in a search box, which is highlighted with a red border. Below the search box, it indicates "899 个检索结果". On the left side, there are filters for sorting conditions (相关性), limiting conditions (全文文献, 同行评审), and publication types (学术期刊, 书籍, 杂志, 行业杂志, 会议论文及记录). The main results area shows two entries:

1. Peer feedback in second language writing (2005-2014). Yu, Shulin; Lee, Icy. Language Teaching; Cambridge Vol. 49, Iss. 4, (Oct 2016): 461-493. ...assessment/peer editing/peer interaction + English as a second language... disciplines including writing, second language acquisition (SLA), applied... second language writing and second language education. His publications have... Scholarly Journals. 摘要/索引 全文文献 全文 - PDF 格式(287 KB) 引用人(14) 显示摘要
2. Effects of written peer-feedback content and sender's competence on perceptions, performance, and mindful cognitive processing. Berndt, Markus; Jan-Willem Strijbos; Fischer, Frank. European Journal of Psychology of Education; Dordrecht Vol. 33, Iss. 1, (Jan 2018): 31-49. Scholarly Journals. 摘要/索引 全文 - PDF 格式(651 KB) 引用人(3) 参考文献(64) 显示摘要

检索 “peer* feedback*” and “second language” ,加截词符*可检出词根相同词尾不同的词，例如peers feedback，可以提高检索全面性，获得更多相关结果。



基本检索

ProQuest平台

基于检索的相关性和全面性
检索算符运用举例：

案例：peer feedback in
second language

更多帮助点击：[检索技巧](#)

The screenshot shows the ProQuest Central China search interface. At the top, the search query "(peer* near/2 feedback*) and 'second language'" is entered in the search bar and highlighted with a red box. Below the search bar, it indicates "1,411 个检索结果". On the left side, there are filters for sorting conditions (相关性), limiting conditions (全文献, 同行评审), and publication types (学术期刊, 书籍, 杂志, 行业杂志, 会议论文及记录). The main results area shows two entries:

- 1. Peer feedback in second language writing (2005-2014) by Yu, Shulin; Lee, Icy. Language Teaching; Cambridge Vol. 49, Iss. 4, (Oct 2016): 461-493. Includes a thumbnail of the journal cover.
- 2. Effects of written peer-feedback content and sender's competence on perceptions, performance, and mindful cognitive processing by Berndt, Markus; Jan-Willem Strijbos; Fischer, Frank. European Journal of Psychology of Education; Dordrecht Vol. 33, Iss. 1, (Jan 2018): 31-49. Includes a thumbnail of the journal cover.

检索 (peer* near/2 feedback*) and "second language" ,加位置算符 near/可检出含2个词间距且排序可能颠倒 , 例如feedback provided by peers , 在保证检索结果准确性上可以提高全面性。 位置算符pre/ 则限定了词的先后顺序



基本检索 - 主题解析获取更多研究文献

为提供检索的准确性和全面性，还需要考虑进行概念的解析，相关词的运用等，例如，词汇拓展也可借助综述/系统性论文类型文献 ((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and (“second language” or “foreign language” or ESL or EFL or L2)

[Peer feedback in second language writing \(2005-2014\)](#)

search for relevant empirical studies on peer feedback in L2 writing. The keywords used for the literature search include peer feedback/peer response/peer review/peer assessment/peer editing/peer interaction + English as a second language (ESL)/English as a foreign language (EFL)/L2 writing. Based on reading and re-reading of the titles, abstracts, research methods sections, as well as conclusions of the studies identified through the initial literature research.

The screenshot shows the ProQuest Central China search interface. The search bar contains the query: ((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and (“second language” or “foreign language” or ESL or EFL or L2). The results show 11,594 items. Two results are highlighted:

- 1** Peer feedback in second language writing (2005-2014)
Yu, Shulin; Lee, Icy. *Language Teaching*; Cambridge Vol. 49, Iss. 4, (Oct 2016): 461-493.
...a foreign language (EFL)/L2 writing. Based on reading and re-reading of the...
...assessment/peer editing/peer interaction + English as a second language...
...reducing specific language errors in English as a foreign language (EFL)...
- 2** Issues of cultural appropriateness and pedagogical efficacy: exploring peer review in a second language writing class
Hu, Guangwei; Lam, Sandra Tsui; Eu. *Instructional Science*; Dordrecht Vol. 38, Iss. 4, (Jul 2010): 371-394.
...with adult Chinese students in the teaching of second language (L2) academic...
... Keywords Second language academic writing Chinese ESL...
...English as a second language (ESL) academic writing class that was attended by...



高级检索 - 定位字段提高相关性

选择检索字段可提供检索准确性。例如定位到标题、摘要、SU主题词和索引检索。注：主题词是控词，可通过在线词库查询。

The screenshot displays the ProQuest Central China advanced search interface. The main search area is highlighted with a red box, showing three rows of search criteria. Each row consists of a search query in a text box, a connector (OR), and a field selection dropdown menu. The first row has the query: ((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2) and the field dropdown is set to "文档标题 - TI". The second and third rows have the same query and field dropdown set to "摘要 - AB". Below the search area, there are options to "添加一行" (Add a row) and "删除一行" (Delete a row), and a "限定条件" (Limit conditions) section with checkboxes for "全文文献" (Full text) and "同行评审" (Peer review). There is also a "出版日期" (Publication date) dropdown set to "所有日期" (All dates). At the bottom, there are three filter sections: "出版物类型" (Publication type) with "全选" (Select all) and "报告" (Report) options; "文档类型" (Document type) with "全选" (Select all) and "Country Report" options; and "语言" (Language) with "全选" (Select all) and "阿布哈西亚语" (Abkhazian) options. A "检索" (Search) button and a "清空检索表格" (Clear search table) link are also visible.

ProQuest Central China

基本检索 高级检索 出版物 | 更改数据库

高级检索 命令行 近期检索 词库 字段代码 检索技巧

((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2) 于 文档标题 - TI

OR ((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2) 于 摘要 - AB

OR ((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2) 于 所有主题和索引 - SU

+ 添加一行 - 删除一行

限定条件: 全文文献 同行评审 *i*

出版日期: 所有日期

检索 清空检索表格

出版物类型: 全选 报告

文档类型: 全选 Country Report

语言: 全选 阿布哈西亚语



高级检索 结果

ProQuest平台
选择字段提高相关性

ProQuest Central China

基本检索 高级检索 出版物 | 更改数据库

((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)

11,594 个检索结果

排序条件
相关性

限定条件
 全文文献
 同行评审

选择 1-50

1  Peer feedback in second language writing (2005-2014) 全文献
Yu, Shulin; Lee, Icy. *Language Teaching; Cambridge* Vol. 49, Iss. 4, (Oct 2016): 461-493.
...a foreign language (EFL)/L2 writing. Based on reading and re-reading of the...
...assessment/peer editing/peer interaction + English as a second language...
...reducing specific language errors in English as a foreign language (EFL)...

摘要/索引 全文文献 全文 - PDF 格式 (287 KB) 引用人 (14) 显示摘要



ProQuest Central China

基本检索 高级检索 出版物 | 更改数据库

(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR ab(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR su(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2))

280 个检索结果

排序条件
相关性

限定条件
 全文文献
 同行评审

选择 1-50

1  A review of previous studies on ESL/EFL learners' interactional feedback exchanges in face-to-face and computer-assisted peer review of writing 全文献
Saeed, Murad Abdu; Ghazali, Kamila; Aljaberi, Musheer Abdulwahid. *International Journal of Educational Technology in Higher Education; Heidelberg* Vol. 15, (2018): 1-25.
...as Second/Foreign Language (ESL/EFL) writing. The review attempted to (1)...

摘要/索引 全文文献 全文 - PDF 格式 (970 KB) 显示摘要



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选题应用

ProQuest Central China

基本检索 高级检索 出版物 | 更改数据库

(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR su(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2))

280 个检索结果

修改检索 近期检索 保存检索/提醒

排序条件

相关性

限定条件

全文文献

同行评审

出版物类型

学术期刊 (273)

行业杂志 (5)

会议论文及记录 (2)

更多 >

出版日期

1993 - 2021 (年)

选择 1-50

1



Scholarly Journals

A review of previous studies on **ESL/EFL** learners' interactional feedback exchanges in face-to-face and computer-assisted peer review of writing
Saeed, Murad Abdu; Ghazali, Kamila; Aljaberi, Musheer Abdulwahid. *International Journal of Educational Technology in Higher Education; Heidelberg* Vol. 15, (2018): 1-25.

...as Second/**Foreign Language (ESL/EFL)** writing. The review attempted to (1)...

摘要/索引 全文文献 全文 - PDF 格式 (970 KB)

全文文献 6

显示摘要

2



A Corpus-Based Study of Peer Comments and Self-Reflections: How Did **ESL** Learners Use Peer Comments in an Online Newswriting Project?

Wang, Dora. *International Journal of Online Pedagogy and Course Design; Hershey* Vol. 8, Iss. 4, (Oct-Dec 2018): 65-90.

...writing processes. The study...
...standing for many **ESL** learners....

引文/摘要

显示摘要

3



The effects of social messaging on students' learning and intrinsic motivation in peer assessment

Li, Lan; Gao, Fei; Guo, Shuqing. *Journal of Computer Assisted Learning; Oxford* Vol. 36, Iss. 4, (Aug 2020): 439-448.

...**second language** students reviewed each other's English essays in three peer...
...messaging may impact the practice of peer assessment. Seventy-nine **ESL** (English...
...peer assessment on **ESL** students' writing skills and intrinsic motivation. In...

引文/摘要

文献调研常用类型：学术期刊、会议论文、学位论文、专著



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选题应用

ProQuest Central China

基本检索 高级检索 出版物 | 更改数据库

(((((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR su(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)))

280 个检索结果

排序条件

相关性

限定条件

- 全文文献
- 同行评审

出版物类型

出版日期

出版物名称

文档类型

主题

公司/组织

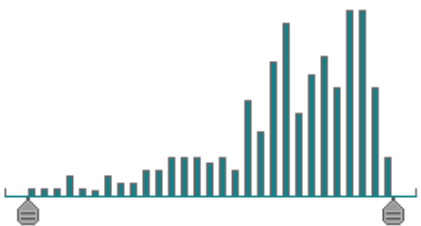
地点

人名

语言

出版日期

1993 - 2021 (年)



输入日期范围 隐藏

更新

自:

2015

收件人:

2021

(有效格式: yyyy-mm-dd, yyyy-mm, yyyy)

更新

出版物类型

包含 排除 出版物类型 计数

<input checked="" type="checkbox"/>	<input type="checkbox"/>	学术期刊	135
<input checked="" type="checkbox"/>	<input type="checkbox"/>	会议论文及记录	2
<input type="checkbox"/>	<input type="checkbox"/>	行业杂志	2

出版物名称

包含 排除 出版物名称 计数

<input type="checkbox"/>	<input type="checkbox"/>	Computer Assisted Language Learning	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment and Evaluation in Higher Education	8
<input type="checkbox"/>	<input type="checkbox"/>	Theory and Practice in Language Studies	8
<input type="checkbox"/>	<input type="checkbox"/>	Journal of Language Teaching and Research	7
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Language Teaching Research	6
<input type="checkbox"/>	<input type="checkbox"/>	Cogent Education	5
<input type="checkbox"/>	<input type="checkbox"/>	Language Teaching	5

摘要/索引 全文文献 全文 - PDF 格式 (478 KB) 引用人 (30) 参考文献 (202)



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文献筛选

ProQuest Central China

基本检索 高级检索 出版物 | 更改数据库

(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR su(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2))

40 个检索结果

应用的筛选器
清除全部筛选器

学术期刊 OR 会议论文及记录

2015 - 2021

Assessment and Evaluation in Higher Education OR Language Teaching Research OR Foreign Language Annals OR Journal of Educational Technology & Society OR Language Awareness OR Journal of Education for Teaching OR The Modern Language Journal OR Annual Review of Applied Linguistics OR Language Learning OR Applied Linguistics Review OR Asia Pacific Journal of Education OR British Journal of Educational Technology OR Journal of Computer Assisted Learning

排序条件

相关性

限定条件


全文文献
 同行评审

修改检索 近期检索 保存检索/提醒



支持批处理，完成课题论文前文献准备工作

选择 1-40

1  The effects of social messaging on students' learning and intrinsic motivation in peer assessment
Li, Lan; Gao, Fei; Guo, Shuqing. **Journal of Computer Assisted Learning**; Oxford Vol. 36, Iss. 4, (Aug 2020): 439-448.


...second language students reviewed each other's English essays in three peer...
...messaging may impact the practice of peer assessment. Seventy-nine ESL (English...
...peer assessment on ESL students' writing skills and intrinsic motivation. In...

Scholarly Journals

摘要/索引 获取全文文献

引文/摘要

显示摘要

2  Understanding EFL students' participation in group peer feedback of L2 writing: A case study from an activity theory perspective
Yu, Shulin; Lee, Icy. **Language Teaching Research**; London Vol. 19, Iss. 5, (Sep 2015): 572-593.


...peer feedback in first language (L1) and second language (L2) writing, research...
...the EFL (English as a foreign language) writing classroom. Multiple sources of...
...recalls and student texts. Data analyses indicate that EFL students' group peer...

Scholarly Journals

摘要/索引 全文 - PDF 格式 (389 KB) 引用人 (15) 参考文献 (33)

全文文献

显示摘要

3  Using Online Peer Feedback through Blogs to Promote Speaking Performance
Hui-Chin Yeh; Sheng-Shiang Tseng; Yu-Sheng, Chen. **Journal of Educational Technology & Society**; Palmerston North Vol. 22, Iss. 1, (2019): 1-14.

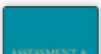
...Foreign Language (EFL). Participants comprised 45 EFL college students, from two...

Scholarly Journals

摘要/索引 全文 - PDF 格式 (900 KB) 引用人 (3)

全文文献 8

显示摘要

4  Exploring tertiary English as a Foreign Language writing tutors' perceptions of the appropriateness of peer assessment for writing
Zhao, Huahui. **Assessment and Evaluation in Higher Education**; Abingdon Vol. 43, Iss. 7, (Nov 2018): 1133-1145.

...assessment for English as a Foreign Language writing in China, where peer...

引文/摘要



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ProQuest

定题/RSS - 自动获取新增匹配记录

修改检索

近期检索

保存检索/提醒 ▲

保存检索

创建定题通告

创建 RSS 荟萃

Get search link

ession and attent

创建定题通告

创建并设定定题通告，以便在 ProQuest 中获得与您的检索匹配的新文档时投递这些文档。

创建一个“我的检索”帐户，用于修改、删除或查看您的所有定题通告。

必填 *

步骤 1-评审检索详情

命名此定题通告: *

检索目标:

((ti(((feedback* or response or review or... 显示全部 ▼

数据库:

ProQuest Central China

步骤 2-定义您的定题通告电子邮件

发送至: *

此处输入的电子邮件地址仅用于发送定题通告。

主题:

((ti(((feedback* or response or review or assess* ,

警告: 该主题已删至前 512 个字符。

附加信息:
(可选)

限制: 250 个字符。

步骤 3-定义你的定题通告内容

创建 RSS 荟萃

您的 RSS 荟萃: <http://feeds.proquest.com/rss/719758> 📡

检索详情

荟萃名称:

ProQuest: ((ti(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR ab(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR su(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2))) AND stype.exact("Scholarly Journals" OR "Conference Papers & Proceedings")) AND (pub.exact("Assessment and Evaluation in Higher Education" OR "Language Teaching Research" OR "Foreign Language Annals" OR "Journal of Educational Technology & Society" OR "Language Awareness" OR "Journal of Education for Teaching" OR "The Modern Language Journal" OR "Annual Review of Applied Linguistics" OR "Language Learning" OR "Applied Linguistics Review" OR "Asia Pacific Journal of Education" OR "British Journal of Educational Technology" OR "Journal of Computer Assisted Learning") AND stype.exact("Scholarly Journals" OR "Conference Papers & Proceedings") AND pd(20150101-20211231))

检索目标:

((ti(((feedback* or response or review or... 显示全部 ▼

数据库:

ProQuest Central China

你的 RSS 基个性化检索设置



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ProQuest

检索举例：检索综述

(ti(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR ab(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR su(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2))) and ((ti(review*) or ab,su((literature or article* or systematic*) near/1 review*)) NOT ti,ab("book review*")) , 该检索策略增加了在标题、文摘和主题中检索综述相关信息，同时排除掉book review这类型文献


ProQuest Central China

基本检索 高级检索 出版物 | 更改数据库

命令行检索

高级检索

近期检索

运算符: 

检索字段:

选择运算符

选择字段

添加到表格

```
(ti(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR ab(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR su(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2))) and ((ti(review*) or ab,su((literature or article* or systematic*) near/1 review*)) NOT ti,ab(( "book review" OR "book reviewed" OR "book reviewer" OR "book reviewers" OR "book reviewing" OR "book reviews")))
```

检索工具

- 词库
- 查找条目
- 字段代码
- 命令行帮助
- 提示



检索综述

ProQuest Central China

基本检索 高级检索 出版物 | 更改数据库

assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR su(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2))) and ((ti(review*) or ab,su((literature or article* or systematic*) near/1 review*)) NOT ti,ab(("book review" OR "book reviewed" OR "book reviewer" OR "book reviewers" OR "book reviewing" OR "book reviews")))

24 个检索结果

修改检索 近期检索 保存检索/提醒

排序条件

相关性

限定条件

全文文献

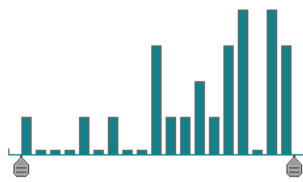
同行评审

出版物类型

学术期刊 (25)

出版日期

2001 - 2019 (年)



输入日期范围 隐藏

更新

选择 1-24

您的检索包含 **截断字符 (*)**。我们已检索这些术语的最常见扩展，如下：**"(ti(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or**

language" or

更多 或者查看结果: [STRICT] (ti(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR ab(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2)) OR su(((feedback* or response or review or assess* or editing or interact* or comment*) near/2 peer*) and ("second language" or "foreign language" or ESL or EFL or L2))) and ((ti(review*) or ab,su((literature or article* or systematic*) near/1 review*)) NOT ti,ab("book review*))



A **review** of previous studies on **ESL/EFL** learners' interactional feedback exchanges in face-to-face and computer-assisted peer **review** of writing

全文文献

Saeed, Murad Abdu; Ghazali, Kamila; Aljaber, Musheer Abdulwahid. **International Journal of Educational Technology in Higher Education; Heidelberg** Vol. 15, (2018): 1-25.

...as Second/**Foreign Language (ESL/EFL)** writing. The review attempted to (1)...

Scholarly Journals

摘要/索引 全文文献 全文 - PDF 格式 (970 KB)

显示摘要



Peer feedback in **second language** writing (2005-2014)

全文文献

Yu, Shulin; Lee, Icy. **Language Teaching; Cambridge** Vol. 49, Iss. 4, (Oct 2016): 461-493.

...**language (L2)** writing published in the last decade (i.e. 2005-2014). We analyse...

...article reviews research on peer feedback in **second**...

...**L2** writing instruction. We also provide a critical interpretation of existing...

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- 研究材料与研究方法

Lang. Teach. (2016), 49.4, 461–493 © Cambridge University Press 2016
doi:10.1017/S0261444816000161



State-of-the-Art Article

Peer feedback in second language writing (2005–2014)

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peer feedback activity as a whole, including both the process and the product of this activity. When we refer to the process of peer feedback, we use terms like ‘peer feedback process’, ‘the process of peer feedback’, ‘peer interaction’, and ‘peer collaboration’. Terms like ‘peer

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comments’ or ‘feedback/comments provided by peers’ refer to the product of peer feedback, i.e. the actual feedback or comments provided by peers.

Although a growing body of research has investigated various aspects of peer feedback in

The aim of this article is therefore to provide a critical discussion of the major theories, themes and research methodologies in the existing studies on peer feedback, and to identify the potential research gaps and areas for future research. This article brings together research and development in peer feedback in L2 writing from refereed journal articles, monographs, book chapters, conference proceedings, as well as doctoral dissertations published over the past ten years (i.e. 2005–2014). The corpus was established through a literature search in widely used databases on language education and applied linguistics including ERIC (the Educational Resource Information Center), Scopus, ProQuest Dissertations & Theses Global (PQDT), Education Index/Abstracts, Cambridge Collection Online, Conference Proceedings Citation Index- Social Science & Humanities (CPCI-SSH), Linguistics and Language Behavior Abstracts (LLBA), Academic Search Premier, and Web of Science. The World Wide Web (like Google academic search) was also used as an additional resource to search for relevant empirical studies on peer feedback in L2 writing. The keywords used for the literature search include peer feedback/peer response/peer review/peer assessment/peer editing/peer interaction + English as a second language (ESL)/English as a foreign language (EFL)/L2 writing. Based on reading and re-reading of the titles, abstracts, research methods sections, as well as conclusions of the studies identified through the initial literature research, we excluded irrelevant or non-empirical studies and retained the empirical studies on peer feedback in L2 writing as the body of research for the synthesis. A content analysis approach



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HELPFULNESS OF ESL COURSES FOR INTERNATIONAL STUDENTS STUDYING IN THE UNITED STATES

Pathirage, D P Niranji A; Morrow, Jennifer A; Walpitage, Dammika L; Skolits, Gary J. *International Education; Knoxville* Vol. 43, Iss. 2, (Spring 2014): 25-38,100.

...recommendations for similar US universities about how to help non-native English...

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Book review: Pavel Trofimovich and Kim McDonough (Eds.), *Applying priming methods to L2 learning, teaching and research: Insights*

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PROFESSIONAL EDUCATION & TRAINING | RESEARCH ARTICLE

Willingness to Write (WTW): Development of a model in EFL writing classrooms

Marzieh Rafiee^{1*} and Salman Abbasian-Naghneh²

<https://search.proquest.com/pqcchina/docview/2474535408>

6. Conclusion and suggestions for further research

This study evaluates the relationships between a series of main factors which have a lot to contribute to the writers' L2WTW in the English writing context. First, it examined the underlying components of these factors, accompanying their definitions and status in the literature of second or foreign language writing. Second, it developed a series of hypotheses on the relationship between the selected variables and L2WTW. Finally, it provided a structural model for L2WTW in an EFL context. The results from testing the model showed that the relationship between autonomy and L2WTW was more significant than the other selected factors. It was also shown that the psychological variables such as attitude towards L2 writing and having motivation for doing so were reported to have a close relationship with L2WTW. The other major finding was that the relationship between knowledge of genre and writers' self-confidence, on the one hand, and the relationship between self-confidence and L2WTW, on the other hand, did not exist. Taken together, these results suggested that there is a strong relationship between providing the prerequisite for L2 writing and increasing the writers' inclination to write.

This study has some limitations, as well as opportunities for future work. First, the research sample was drawn from just the upper-intermediate EFL learners from three universities. Future research could conduct a wider investigation by selecting participants from different levels of language proficiency and from broader educational contexts. Second, the current study was only a starting point for investigating the relationships of a number of factors and learners' L2WTW. Further research, however, can provide a more vivid picture of the issue at hand by finding the relationships of other individual, contextual, and social factors, and L2 learners' WTW. Moreover, the current study merely applied quantitative analysis on L2WTW. Future research can explore L2WTW both quantitatively and qualitatively, for instance, through observing students' behavior



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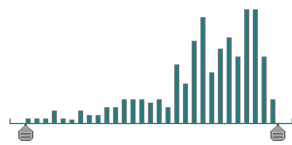
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A review of previous studies on **ESL/EFL** learners' interactional feedback exchanges in face-to-face and computer-assisted peer review of writing
Saeed, Murad Abdu; Ghazali, Kamila; Aljaberi, Musheer Abdulwahid. *International Journal of Educational Technology in Higher Education; Heidelberg* Vol. 15, (2018): 1-25.
...as Second/**Foreign Language (ESL/EFL)** writing. The review attempted to (1)...

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2



A Corpus-Based Study of Peer Comments and Self-Reflections: How Did **ESL** Learners Use Peer Comments in an Online Newswriting Project?
Wong, Dora. *International Journal of Online Pedagogy and Course Design; Hershey* Vol. 8, Iss. 4, (Oct-Dec 2018): 65-90.
...by the **ESL** learners during the drafting and editing processes. The study...
...of style and lexico-grammar which can be demanding for many **ESL** learners...

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3



The effects of social messaging on students' learning and intrinsic motivation in peer assessment
Li, Lan; Gao, Fei; Guo, Shuqing. *Journal of Computer Assisted Learning; Oxford* Vol. 36, Iss. 4, (Aug 2020): 439-448.
...**second language** students reviewed each other's English essays in three peer...
...messaging may impact the practice of peer assessment. Seventy-nine **ESL** (English...
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PEER INTERACTION AND CORRECTIVE FEEDBACK FOR ACCURACY AND FLUENCY DEVELOPMENT
Sato, Masatoshi; Lyster, Roy. *Studies in Second Language Acquisition; New York* Vol. 34, Iss. 4, (Dec 2012): 591-626.
...and CF on **second language (L2)** development. Four university-level English...

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Sato, Masatoshi; Lyster, Roy. *Studies in Second Language Acquisition; New York* Vol. 34, Iss. 4, DOI:10.1017/S0272263112000356

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摘要

翻译

This quasi-experimental study is aimed at (a) teaching learners how to provide corrective feedback (CF) during peer interaction and (b) assessing the effects of peer interaction and CF on **second language (L2)** development. Four university-level English classes in Japan participated (N = 167), each assigned to one of four treatment conditions. Of the two CF groups, one was taught to provide prompts and the other to provide recasts. A third group participated in only peer-interaction activities, and a fourth served as the control group. After one semester of intervention, the two CF groups improved in both overall accuracy and fluency, measured as unpruned and pruned speech rates, whereas the peer-interaction-only group outperformed the control group only on fluency measures. This study draws on monitoring in speech-production theory and the declarative-procedural model of skill-acquisition theory to interpret these results, thus contributing a new theoretical approach to CF research in the context of peer interaction in which learners can be providers of CF. It is concluded that whereas peer interaction offered opportunities for repeated production practice, facilitating proceduralization, CF sharpened learners' ability to monitor both their own language production and that of their interlocutors. [PUBLICATION ABSTRACT]

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翻译

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We are grateful to the teachers as well as the students who participated in the study. We thankfully acknowledge the valuable comments from the anonymous reviewers.

Since form-focused instruction was proposed in the early 1990s (Lightbown & Spada, 1990; see also Spada, 1997, 2011), corrective feedback (CF) has been given much attention from both theoretical and pedagogical perspectives. Considered to trigger psycholinguistic processing that is conducive to second language (L2) development, CF has proven its general effectiveness with differential effects depending on age (Lyster & Saito, 2010), data-collection contexts (Li, 2010; Mackev & Goo, 2007), learning contexts (Li, 2010), treatment lengths (Li, 2010; Lyster & Saito, 2010), and linguistic targets (Mackev & Goo,

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Sato, Masatoshi, and Roy Lyster. "PEER INTERACTION AND CORRECTIVE FEEDBACK FOR ACCURACY AND FLUENCY DEVELOPMENT." *Studies in Second Language Acquisition*, vol. 34, no. 4, 2012, pp. 591-626. ProQuest, https://search.proquest.com/scholarly-journals/peer-interaction-corrective-feedback-accuracy/docview/1152119703/se-2?accountid=161334, doi:http://dx.doi.org/10.1017/S0272263112000356.



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The nature of feedback: how different types of peer feedback affect writing performance

Nelson, Melissa M; Schunn, Christian D. *Instructional Science; Dordrecht* Vol. 37, Iss. 4, (Jul 2009): 375-401.

Beliefs about peer interaction and peer corrective feedback: Efficacy of classroom intervention

Sato, Masatoshi. *The Modern Language Journal; Malden* Vol. 97, Iss. 3, (Fall 2013): 611-633.

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Pinter, Annamaria.

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摘要

翻译

This quasi-experimental study is aimed at (a) teaching learners how to provide corrective feedback (CF) during peer interaction and CF on **second language (L2)** development. Four university-level English classes in Japan participated in one of four treatment conditions. Of the two CF groups, one was taught to provide prompts and the other to provide only peer-interaction activities, and a fourth served as the control group. After one semester of intervention, the two CF groups showed higher accuracy and fluency, measured as unpruned and pruned speech rates, whereas the peer-interaction-only group outperformed the control group on fluency measures. This study draws on monitoring in speech-production theory and the declarative-procedural model of second language acquisition. These results, thus contributing a new theoretical approach to CF research in the context of peer interaction in which learners are encouraged to monitor both their own language production and that of their interlocutors. [PUBLICATION ABSTRACT]

索引

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Sato, Masatoshi, and Roy Lyster. "PEER INTERACTION AND CORRECTIVE FEEDBACK FOR ACCURACY AND FLUENCY DEVELOPMENT." *Studies in Second Language Acquisition*, vol. 34, no. 4, 2012, pp. 591-626. ProQuest, <https://search.proquest.com/second-language-acquisition/peer-interaction-and-corrective-feedback-for-accuracy-and-fluency-development/docview/2423446380/se-2?accountid=161334>.

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