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Preparing Students for Peer Review

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PREPARING STUDENTS FOR PEER REVIEW

by

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GRADUATE COMMITTEE APPROVAL

of a masters' project submitted by

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This project has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

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BRIGHAM YOUNG UNIVERSITY

As chair of the candidate's graduate committee, I have read the project of Alison I. McMurry in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

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ABSTRACT

PREPARING STUDENTS FOR PEER REVIEW

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Master of Arts

In order to enhance the effective use of peer review, I have developed materials to assist teachers in compliance with the standards for Masters' projects enacted by the Department of Linguistics and English Language. Published literature shows that as peer review grows in popularity in both L1 and L2 English writing classes, many researchers and teachers are trying to increase its effectiveness. In some cases it is very effective, while in others it is marginally effective. This has led researchers to ask why. The difference between helpful and less helpful peer review seems to be in the preparation. In studies where students were specifically and extensively prepared to do peer review, the benefits to the students, the class, and the effect on the revision process were significant. This indicates that peer review can be an effective tool when students are adequately prepared for the task.

After synthesizing research, I determined that there are eight basic, useable concepts that need to be accomplished when preparing students for peer review; they are:

1. Knowing each other

2. Knowing what to look for

3. Knowing why to give advice

4. Know how to give advice

5. Knowing how to use advice

6. Practicing peer review

7. Following up weekly

8. Reviewing at midsemester

I developed a curriculum component addressing these eight concepts that augments theory with application, such as materials and lesson plans, and implemented and tested them at the English Language Center at Brigham Young University in Provo, Utah. Based on feedback from the teachers involved in the pilot study, I determined that preparing students for peer review has a positive effect on the students, their writing, and on the class as a whole Furthermore, the most important outcome of the pilot studies was the fact that students prefer reader response peer review activities rather than criterion critique.

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INTRODUCTION

Many studies have been done on the effective use of peer review in writing classes. All these studies give valuable insight into the use of peer review, and some give helpful advice to struggling teachers. However, these studies address different components of peer review and sometimes give contradictory advice. Furthermore, no teacher-friendly handbook explaining how to apply theory in the classroom has yet been published. If a teacher is going to make use of any advice, it needs to be comprehensive, pulled together, and easy to use. The project synthesizes the published literature, attempts to fill in the gaps that existed, and present it in a useable way through materials development. The materials were developed using instructional design principles. These stages of project development will be discussed in detail in later chapters.

First, chapter 1 will describe the needs analysis, which includes a review of published literature. Based on the published research, I flushed out a task analysis linking theory and application. Next, chapter 2 explains the audience analysis. This step of project development is a crucial one; a developer must address the needs and interests of stakeholders and potential users of materials in order to produce effective materials. Chapter 3 outlines the details of project development, including the instructional model and instructional methods used in the materials. In this chapter, I also explain the drafting process involved in creating the materials. Chapter 4 details the implementation and testing of the materials at the English Language Center. We did three pilots of the materials at intermediate proficiency levels. Chapter 5 explains the feedback each of these pilot studies produced. Finally, chapter 6 contains the conclusions of this project.

CHAPTER 1 NEEDS ANALYSIS AND REVIEW OF THE LITERATURE

Peer review is a method used in writing classes to help the students improve their writing by receiving advice from their peers. After a thorough review of published literature on peer review and related topics, I have found that although there are occasionally problems with peer review, those problems could be eliminated if the teacher were to adequately prepare the students for doing peer review. In addition, the benefits of peer review can be strengthened if the teacher were to adequately prepare the students for doing peer review. It seems that preparing students for peer review is the magic answer. Furthermore, I have found that there are six key studies that address issues involving peer review that support the idea of preparation. They address: (1) concerns with the roles of teacher and peer feedback in writing classes, (2) the use of peer review at lower proficiency levels, (3) the social dimensions of peer review groups, (4) how peer review can influence revision, (5) preparing students for doing peer review, and (6) effective preparation. Based on these studies it seems apparent that teachers need to understand how to prepare students for doing peer review.

Complimentary roles of teacher and peer feedback

Tsui and Ng (2000) studied the effect of peer and teacher comments on student writing. They looked specifically at how teacher and peer comments aid revision. They studied 27 secondary ESL students in Hong Kong that were in their pre-university year of high school, the equivalent of U.S. 12th grade. The students wrote four essays for the study; they wrote multiple drafts of each essay. They were placed randomly into peer groups. Peers reviewed the first and second drafts, and the teacher reviewed the third and fourth drafts. All peer review sessions were audio taped, and the number of revisions on

each draft was compared with the revisions on subsequent drafts. Some students were interviewed. After the completion of the fourth essay, the students responded to a questionnaire survey that asked for their perceptions of the usefulness of the teacher and peer feedback.

Tsui and Ng found that peer and teacher feedback filled complimentary roles. Both types were important and necessary because they filled different functions in the writing process. Specifically, they found that peer review filled four roles: (1) understanding of audience; (2) awareness raising; (3) collaborative learning; and (4) ownership. In other words, working with peers helped them have a more realistic sense of audience, and helped raise their awareness of their weaknesses. They helped each other learn how to improve their writing. In addition, they grew to feel like they owned their own writing. On the other hand, the teacher's comments led to more revisions. Many of the students felt that the teacher was more knowledgeable, and sometimes they did not trust the advice from their peers. But although the students trusted the teacher's comments more, they recognized the benefit of peer comments, and would respond to both types of feedback in their revisions.

ESL proficiency and peer review

Nelson and Murphy (1993) found that less proficient ESL students can perform effective peer review, and they maintain that peer review is a valuable tool for writing teachers at all levels. Four students participated in their study; the students were from Taiwan, Colombia, Peru, and Chile. These four students constituted one peer group, which was the only peer group observed in this study.

The researchers report that the students' proficiency was measured at the beginning of the course through a timed writing sample which was scored according to the TWE 6 point scale. They report that three students scored 2, and one scored 3. They maintain that these scores imply low proficiency. However, in my experience, students from all proficiency levels usually score 2 or 3 on the TWE scale until they have been taught how to write the way the TWE tests. This method of proving students proficiency might not be very accurate.

The students participated in a 10 week course, where the goal was to produce one paragraph supporting a thesis. The students were informed of US academic prose style, and given brief directions of how to perform peer review: The teacher gave them a handout with a list of directions for the reader and a list for the writer. The gist of this handout was to help the reader be specific without arguing with the writer, and to help the writer listen and not argue with the reader. Besides this handout, the teacher modeled a good peer review session. However, the students did not role play any practice.

The student peer groups met once a week for a total of six weeks, and met for 45 minutes each session. They reviewed a total of 22 writing samples. They were videotaped each session, which implies that at least part of the peer review feedback was verbal. The transcripts were studied carefully. The researchers found that in 91% of the cases, the students identified at least one problem on a macro level in each paper. In 36% of the essays, organization was identified as a concern.

However, the study does not give specific details of what kind of interaction took place at the peer review sessions. Were the students on task? Was criticism given and received well? Furthermore, the study does not tell how the writers used the feedback in

the revision process, nor did they compare drafts to find the effectiveness of the peer feedback.

Therefore, while Nelson's and Murphy's basic claim that peer review can be used at all proficiency levels may be true, they may have failed to give the students sufficient training on how to conduct effective peer review and how to use the feedback to revise.

Implications of social aspects of peer groups

In 1992, Nelson and Murphy studied the task and social aspects of L2 writing groups. Their study was started as a result of mixed feedback from students about peer groups. Some students liked it and others did not. In this research, the authors analyzed a case study involving four intermediate ESL students. They were attending a university in the United States, and were placed in proficiency level based on a placement exam that tested listening, grammar, reading, writing, and vocabulary. The writing placement test was a timed, in-class sample that was double rated based on the Test of Written English (TWE) scale. The students scored 2 and 3 on this test, and were, therefore, considered equally proficient. Two male and two female students were chosen for the study. They were also from four different countries. However, three of the participants were from Latin America, and one was from Taiwan, which seems like an unbalanced group. Moreover, one participant was 32, another 38, another 26, and the last was 18.Furthermore, one had completed a Doctor of Law degree in his home country, another had completed part of an undergraduate degree in her home country, another had only recently finished high school, and the study does not discuss the fourth participant's previous education.

The researchers took care to prepare the students for working with their peer groups. First the teacher explained some role of peer review in the writing and revising process. Then he explained appropriate peer comments and listed appropriate comments on the board. Then the students were given an essay and practiced writing appropriate responses on the paper. Next the teacher gave the students a list of guidelines to use in their discussions, which included prompts about thesis statements, cohesion, and focus. The questions were different for each paper. Next the teacher explained Peter Elbow's four guidelines for peer review: never quarrel, be attentive, give specific reactions, and do not reject automatically. In addition, the students were reminded to be positive and nice. Finally, they were told to not correct surface errors. This seems like fairly good preparation, but the researches do not tell how much time this took. Was it one class period? Two weeks? We are unsure as to the duration of the training.

The researchers gathered data through taped peer review sessions, student journals, and interviews. They found that the group was usually on task and talking about the writing. They do not mention what kind of revisions this resulted in. However, they found that the social dimension of the group was dangerous. The group members assumed the roles of attacker, the mediator, the best writer, and the worst writer. The "worst writer" usually didn't actively participate in the discussion. The attacker did most of the talking and offended everyone. The mediator tried to compensate for the attacker, so she only gave positive feedback. Frequently, the attacker and the mediator fought for control of the discussion. Nelson and Murphy felt that perhaps the students didn't have enough training in how to give constructive criticism. They suggest that the teacher

should be part of the group, that group membership should change periodically, and the students should be trained in collaborative skills.

Peer review and its impact on revision

Connor and Asenavage (1994) highlight two important issues concerning the impact of peer review on revision: (1) the types of revisions made based on peer feedback, and (2) the impact of peer feedback compared with feedback from teachers. These are issues which have been addressed in other studies, but with varying results. In an attempt to clarify these issues, Connor and Asenavage undertook a study. Eight students participated in the study. The students were enrolled in an ESL freshman writing class at a Midwestern university based on scores on a placement test. The students were divided into two (2) peer review groups: The groups were formed based on their performance on a timed writing sample, cultural background, and gender. The first group had students from Russia, Hungary, Japan, and Eritrea, while the other group had students from Bhutan, China, and India. Both groups had both male and female members. In all other respects, the groups were considered equal. The groups did not change during the semester.

At the beginning of the semester, the students were prepared for peer review in three ways. First, the instructor modeled collaborative response. Then the students did role play in class within their groups. Finally, the students were given a peer review checklist to complete during their sessions for the first four essays. In general, the instructor encouraged the students to be helpful, and to not focus on surface errors.

The students wrote six (6) essays during the semester, and did peer review for each of them. As previously mentioned, the teacher supplied peer review guidelines for

them for the first four essays; those guidelines were not included in the study. The students were expected to come up with their own guidelines for the later essays, and no information is given as to what those guidelines were. It is implied that the teacher did not follow up with the peer review at this point.

The study only focused on peer review during the fifth essay; each group held three peer review sessions. These sessions were videotaped and copies of multiple drafts of the essays were collected and types of revisions were coded. The first session was a prewriting and brainstorming session which lasted one hour. Then the students wrote first drafts. The second session was one hour long, and the students read essays and gave advice. Then they wrote second drafts. The third session was 20 minutes long, and the students again read essays and gave advice. As far as can be determined, the students did not have peer review checklists to use during these sessions. It is unclear why the length of time varied for the sessions.

The drafts were analyzed and types of revisions were coded. Then the revisions were grouped as either revisions made to surface errors or to global concerns. Finally, the researchers compared the revisions to the videotaped peer review sessions and the teacher's comments, which were written on the essays, to determine the source that motivated the revisions.

On the second draft, the first group made 81 total revisions. 68% of the revisions were for surface errors and 32% were for global concerns. 4% of the revisions resulted directly from peer review comments and 96% from self or others. The second group made 78 total revisions. 38% were for surface errors, and 62% were for global concerns. 12% were the result of peer review feedback and 88% from self or others.

On the third draft, the first group made 122 total revisions. 52% of the revisions were for surface errors and 48% were for global concerns. 6% of the revisions resulted directly from peer review comments, 37% were from the teacher's comments, and 57% from self or others. The second group made 232 total revisions. 57% were for surface errors, and 43% were for global concerns. 1% of the revisions were the result of peer review feedback, 35% from the teacher's comments, and 64% from self or others.

Within these groups, the students who made the fewest total revisions also made the most surface level revisions and the most teacher suggested revisions. Students who made the most revisions had the fewest teacher suggested revisions and the most self/other revisions.

Based on these findings, Connor and Asenavage recommend the following:

1.   Clarify the difference between global revisions and surface level revisions, and emphasize their importance at different stages of the writing process.

2.   Do more extensive and specific training at the beginning of the semester.

3.   Do follow-up as needed during the semester.

4.   Peer review might be more useful if the comments are text-based, meaning that the students should each have a copy of the others' essays, read them, and write comments on them.

5.   Group composition is important because students need to have connections and feel comfortable

6. Do not assume the students' groups are working. Check up on the groups and keep them on task.

These findings suggest that peer review may not be helpful for revision. However, the study leaves many questions unanswered. It may be important to know what kinds of comments were made by the students. The length of time spent at the peer review conferences is noted, but how much of that time was spent on task? Perhaps the students, like many unsupervised students, spent little time doing productive work, and therefore they may not have gotten any useful comments. Finally, the study does not discuss training the students how to use peer review comments to drive revision. Many students do not know how to revise; even if they got good feedback, perhaps they did not know how to use it in their revisions.

Preparing students for peer review

Stanley (1992) found that students who were prepared specifically and extensively performed better in peer review, and it resulted in better writing. In this study, two classes were prepared for peer review.

The first class was prepared for seven total hours at the beginning of the semester. They were told how drafting and revising plays into the writing process, how to identify problems in meaning and structure, and how to give and receive criticism. The instructor implemented group work and role-playing into the preparation exercises. As a class, the students defined appropriate peer review techniques.

First, in learning about essay writing, the students looked at some models and followed student writers through the writing process; they looked at multiple drafts of one essay and identified the revisions. They learned that essays (drafts) are works in

progress. Second, the students were asked to comment on each draft. They were encouraged to read and evaluate critically; they were not supposed to supply meaning, but only identify gaps in meaning. Third, after commenting on an early draft, they looked at the next draft and tried to identify the changes that the writer had made to the content.

Next, the students were taught how to properly communicate their opinions about an essay. First, they were taught how to identify strengths and shortcomings of an essay. Second, as a class, they decided how they should communicate those to the author. Once they learned how to say things nicely, they learned about how drafting plays into the writing process. The teacher instructed them that the first draft is read for content, while the second draft is read for structure, and so forth. Next, the students practiced the peer review process through role paying.

After the role playing, the class decided that more specific and shorter the comment, the better. They felt that confirmation checks by the writer were good. They also found that a noncommittal "this is fine" was an inappropriate comment and showed disinterest in helping each other learn. Finally, they were encouraged to trust each other and ask for group's help.

The second class was prepared for a total of one hour at the beginning of the semester. They observed two teachers modeling peer review, and then participated in a teacher-initiated discussion of the importance of peer review. They were supplied checklists to use for peer review. The students were then observed in peer review through out the semester. Peer evaluation sessions and drafts were evaluated.

The students wrote and evaluated six essays, including multiple drafts of all the essays. Peer review sessions for all drafts of all essays were audio taped. Some sessions were also videotaped and coded. The sessions were approximately 40 minutes long.

Stanley (1992) found that the coaching produced more talking in the peer review sessions: the coached group made 623 total comments while the uncoached group made a total of 137. Furthermore, the comments in the coached group were more text specific. In addition, the students were less reluctant to participate in peer review.

Stanley (1992) also analyzed the effect of the peer review comments in revision by comparing student drafts with peer review comments. Again, the coached group had a significantly higher number of revisions based on the peer review, with a total of 68 peer review based revisions. The uncoached group had a total of 16 peer review based revisions.

The result of Stanley's research (1992) suggests that students who received more and better preparation were able to evaluate more critically, both global and surface errors. Peer review was more detailed and resulted in higher quality revisions in the better-prepared group. They were more concrete, more specific, and gave better advice on how to improve. In addition, the writers in the prepared group were generally more assertive and confident when getting advice from peers. They found that students benefited from being prepared, not only in their drafting and evaluations, but also in the social context of a peer group. The less prepared group had greater problems with social interaction within peer groups, lacked the tact and appropriateness of the prepared group, and overall didn't know the rules of effective group interaction. Moreover, those who were more prepared were better at critical thinking and writing skills, i.e. evaluating

quality of ideas, measure soundness and coherence of argument. The coaching seems to help the students understand how to perform peer review and how to use the comments in their revisions.

Effective training for peer review

In her research, Berg (1999b) studied 46 students to see how training them for peer review would affect their writing. They were separated into two groups; 24 students were in the trained group, and 22 were in the untrained group. The trained students received detailed instruction and practice on how to respond to student writing, how to focus a discussion, and how to make meaning based changes in their writing. Both groups were taught about academic writing, the writing process, and rhetorical structure. The untrained group did not receive any instruction on peer review.

The first and second drafts of the students were collected and the revisions were compared. Revisions were coded and analyzed. Berg (1999) found that the students in the trained group made more meaning based changes in their essays than the untrained group. This strongly suggests that if students are adequately prepared for peer review, they will perform better in their own revising than those who are not.

Benefits of peer review

Based on these eight studies, it seems that peer review can be useful. However, a little more information is needed about the effect peer review has on the writing, or in other words, the quality of the text. More information is also needed about the effect peer review has on the students themselves.

The effect of peer review on writing

Peer review can result in positive effects on the quality of student writing. Some have suggested that peer review can lead to an improved sense of audience and writing for communication (Ferris, 2003; Hedgecock and Lefkowitz, 1992; Lockhart and Ng, 1993; Paulus, 1999; Reid, 1993; Stanley, 1992; Tang and Tithecott, 1999; Tsui and Ng, 2000). Peer review may also lead to increased fluency, better focus and idea development, and can address issues of meaning and content (Caulk, 1994; Ferris, 2003; Paulus, 1999; Reid, 1993; Stanley, 1992). Surprisingly, some researchers suggest that reading essays written by peers may help the student writers more than the peer feedback itself, because it increases awareness of their own weaknesses in writing (Tang and Tithecott, 1999; Tsui and Ng, 2000; Ferris, 2003). In addition, in some cases, effective peer review results in higher quality revisions (Paulus, 1999; Stanley, 1992; tang and Tithecott, 1999; Tsui and Ng, 2001).

The effect of peer review on the students

Furthermore, peer review can result in positive effects in the students themselves. It builds interpersonal skills, such as meaning negotiation, cooperation, and teamwork (Ferris, 2003; Reid, 1993; Stanley, 1992; Tsui and Ng, 2001). Moreover, peer review can help students become better at critical thinking and writing skills, such as evaluating quality of ideas, and measuring soundness and coherence of an argument (Stanley, 1992; Tang and Tithecott, 1999; Tsui and Ng, 2000). It helps students become more autonomous because they gain a sense of ownership and independence about their writing (Ferris, 2003; Lockhart and Ng, 1993; Stanley, 1992; Tsui and Ng, 2000). It can lead to reduced writing anxiety (Ferris, 2003; Koba, Ogawa, and Wilkinson, 2000; Lockhart and

Ng, 1993; Stanley, 1992; Tsui and Ng, 2000). This leads to increased student confidence (Ferris, 2003; Stanley, 1992).

Problems with peer review

In spite of the benefits, peer review has some critics and potential problems, as seen in the previous cases. In those instances where peer review was not helpful, Stanley (1992) suggests that students were unsure of the purpose of peer review and their role in the peer review group. Often the students gave unfocused and unhelpful comments (Tsiu and Ng, 2000; Stanley, 1992). Other studies found that students were not very critical of student writing (Stanley, 1992; Ferris, 2003), but that they addressed mostly surface errors or grammar not global issues of meaning (Leki, 1990; Stanley, 1992). But most importantly, they sometimes give advice that does not lead to revision (Leki, 1990). Stanley (1992) found that one cause of this may be because the students are hesitant to ask for clarification of comments. Often students are unsure if their peer's comments are valid and distrust the opinions of peers (Ferris, 2003; Leki, 1990; Nelson and Carter, 1998; Nelson and Murphy, 1993; Zhang, 1995). Finally, in some cases, researchers found that students do not regard their peers as a real audience (Ferris, 2003; Stanley, 1992).

Can preparation improve the quality of peer review?

The research seems to overwhelmingly suggest that the negative effects can be diminished, and the positive effects enhanced through adequately preparing students for peer review. Many suggest that preparing students can improve the quality of peer review and increase the positive effects (Berg, 1999a; Berg, 1999b; Connor and Asenavage, 1994; Ferris, 2003; Gousseva, 1998; Nelson and Murphy, 1993; Paulus, 1999; Stanley, 1992; Tsui and Ng, 2000; Villamil and de Guerrerso, 1996)

What kind of preparation?

Students who are prepared specifically and extensively performed better in peer review and it resulted in better writing. This means students are prepared specifically for certain tasks, such as how to identify problems in meaning and structure, how drafting and revising plays into the writing process, and how to give and receive criticism. It also means they are prepared through specific effective methods, such as group work, role-playing, and student participation in defining appropriate peer review techniques (Connor and Asenavage, 1994; Stanley, 1992; Tsui and Ng, 2000; Venia, 1987). It also means they are prepared extensively, or for an extended amount of time, such as several hours, over an extended period of time, such as several weeks (Connor and Asenavage, 1994; Stanley, 1992; Tsui and Ng, 2000).

Perspectives on how: specific and extensive.

Nelson and Murphy (1993) give three suggestions for peer review preparation: 1. learn appropriate social skills needed for peer review; 2. prepare how to respond to other's papers; and 3. teach writing skills as a conceptual foundation on which they can discuss the writing.

Berg (1999b) maintains that in order for peer review to be effective, the students must be well prepared. She has developed an eleven point preparation program for peer review. She based this program on literature, and tested it in her own research. The course takes approximately seven days at the beginning of the semester. The goals of her program are to first convince students that peer review is important and helpful, second, to get students used to working in groups, third, to focus them on aspects of writing, and

fourth, to teach appropriate ways of responding to writing. The eleven points to the preparation program are:

1. Create a comfortable classroom atmosphere that promotes trust among students through get-to-know-you activities

2. Establish the role of peer response in the writing process by explaining the benefits to the students

3. Highlight the common purpose of peer response among professional and student writers

4. Demonstrate and personalize the peer response experience by showing drafts of something written by the teacher that has been reviewed by a peer

5. Practice peer response with the whole class

6. Address issues of appropriate vocabulary and expressions

7. Familiarize students with the peer response sheet

8. Involve students in a response to a collaborative writing project

9. Allow time for questions and expressions of concern

10. Provide revision guidelines that focus the students on strategies such as reorganization of paragraphs, deleting or adding ideas, and modifying thesis statements

11. Study good and bad examples of peer responses and predict what types of revision they might result in. (Berg, 1999b, p. 21-25)

Berg recommends extensive use of group and pair work, role-playing, and allaying student concerns throughout the preparation. It is also especially appropriate for the teacher to establish the role of peer reviewing in professional writing. If a teacher can

show the role of peer review in the larger world of academia, students from any culture would be more receptive to the activity.

Liu and Hansen (2002) add one more step to Berg's. They suggest that students should be taught how to respond to peer reviewer by asking clarification questions.

Connor and Asenavage (1994) recommend that teachers:

1. Make the difference between global and surface revisions more clear.

2. Have extensive and specific preparation, more than just modeling, with follow-up.

3. Have students make copies of their drafts for each group member.

4. Read the drafts outside of class.

5. Discuss the drafts in class.

<div align="center">Task analysis</div>

The different perspectives discussed previously were analyzed and synthesized. These perspectives boil down to eight basic tenets that a teacher must address in order to produce effective peer review. These eight steps are:

9. Knowing each other

10. Knowing what to look for

11. Knowing why to give advice

12. Know how to give advice

13. Knowing how to use advice

14. Practicing peer review

15. Following up weekly

16. Reviewing at midsemester

Step One: Knowing Each Other

Forming Peer Groups

Students respond better to peer review, if they work with people they trust. The best way to build trust is to become a united group. Therefore, the research indicates that it would be wise to place students into semi-permanent peer review groups. However, "forming groups is not stress free. Multiple tensions exist between individual autonomy and fusion with the group…A group needs to be able to establish patterns that it feels comfortable with, and this pattern needs to be visible" (Liu and Hansen, 2002, p. 66-69). Therefore, the teacher needs to take care to form effective and comfortable groups.

Group Composition

Although it is often overlooked, researchers are beginning to look into the social aspects of group work and how it affects the class. There are both positive and negative aspects that must be considered (Connor and Asenavage, 1994). Liu and Hansen say that considering skill level, gender, background language are not enough. A teacher needs to consider social aspects, like how well they respond to each other and get along. (Liu and Hansen, 2002). I believe that students should be consulted for their opinions, but that the teacher should ultimately form the groups, taking care to not put people together who do not get along!

Teamwork Building

Once the students are placed in good groups, it is important to "create a comfortable classroom atmosphere that promotes trust among students by conducting a number of in- and out-of-class, get-to-know-you activities. My own experience has shown that the better students get to know each other, the more comfortable they will feel

working together" (Berg, 1999a, p. 21). This is because even the best intentioned group might not be a team at first. They need to work to build unity and trust within their group because "…an unsupportive social climate…can lead to defensiveness or withdrawal" (Nelson and Murphy, 1992, p. 188). They continue by saying that students need to "establish trust and commitment, to develop collaborative skills for critiquing drafts in a way that is not negative, and to learn needed social and listening skills" (Nelson and Murphy, 1992, p. 188-189). Therefore, conducting teamwork building activities as Berg (1999a) suggests is critical to achieving effective peer review in the long run.

Length of time with group

Connor and Asenavage (1994) advise that teachers should monitor groups throughout the semester. They should watch for the time when the group starts to break down. Furthermore, Nelson and Murphy state that "…shift[ing] group membership periodically to mix the composition of groups" is helpful. "Shifting group membership may discourage the development of negative roles in one group because individuals will be working with…a variety of classmates over time" (1992, p. 188-189). In their study, students who originally got along, grew antagonistic over time. The group members assumed roles. One was the attacker, one was the mediator, one was the best and one was the worst writer. In time, every peer review discussion was bitter and the students disliked it. They did say, however, that peer review was ok when the attacker was absent. So they suggest that the teacher monitor the group interaction and change groups occasionally, but not too frequently.

Step Two: Knowing What to look for

Flynn (1982) says that students abilities to evaluate critically and well would improve if they were taught the rhetorical structures and genres used in essays. Stanley (1992) adds that "students who received coaching [looked] at each other's writing more closely and [offered] the writers more specific guidelines for revision" (p. 91). Therefore, teachers need to teach rhetorical structure, including thesis statement, topic sentences, and details. The students should work with examples to become familiar with the genres.

Step Three: Knowing why to give advice

It's part of writing process

Berg (1999a) encourages teachers to "establish the role of peer response in the writing process and explain the benefits of having peers, as opposed to just teachers, respond to students' writing" (p. 21). The writing process includes revising, and input from many different sources helps a writer to better revise. Although students tend to focus more on teacher feedback because of the grading issues, teachers are only one source of feedback, and students should consider other sources and other audiences (Paulus 1999). Therefore, it is beneficial to get input from people who are a more authentic audience. Peer review is important to the writing process.

Review helps revising, which is distinctly different from editing

The writing process includes two similar steps that are often confused. Revising and editing are two very different parts of the process. Raimes (1998) says that "editing needs to be seen as distinct from revising" (p. 154), and Connor and Asenavage (1994) say that "the concepts of revision at text-based and surface levels should be clarified in both the teacher's and the students' minds" (p. 267). Revising involves changing the

content and organization of an essay, while editing involves changing the grammar, spelling, and punctuation of an essay. Once this is made clear, it become easier for students to do good peer review because they recognize that they are helping with revising not editing! They do not have to be proficient in grammar or prefect in spelling; they only have to be able to help clarify the meaning and organization of an essay. Berg (1999a) reminds teachers that the important areas of writing that peers need to respond to are issues of meaning and organization. She says, "peer response does not concern grammar and spelling as much as it does organization and whether the writer has explained his or her ideas in a way that is easy and clear for others to understand" (p. 21).

Step Four: Know how to give advice

What to say

Berg (1999a) recommends giving students guidelines, or rules, for responding to a peer's work, such as "be considerate of your classmate's feelings" (p. 22). These rules could include telling the students to be nice, be honest, give positive feedback, give specific, polite suggestions for improvement, and help the writer see what and how to improve. Berg (1999a) also suggests "address[ing] issues of [appropriate] vocabulary and expressions by comparing inappropriate comments with appropriate ones" (p. 21). For example, an inappropriate comment might be, "this is stupid and wrong!" while an appropriate comment might be, "this paragraph has great details, and you should add a topic sentence to help your reader understand it better."

Using rubrics

Rubrics here means any guided response outlined by the teacher. There are many different and effective ways to respond to student writing. Whatever method the teacher

chooses to have students do, he or she needs to "familiarize the students with the response sheet by showing samples and explaining its purpose as a tool designed to help them focus on important areas of the writing assignment" (Berg , 1999a, p. 21).

Elbow and Belanoff (2000) give 11 different activities that can be used to respond to student writing. One of these activities is the criterion based response that teachers are so familiar with where students are given a paper with topics and a ranking scale to critique another's essay. That is only one way to respond to writing; there are at least ten other ways! Elbow and Belanoff give these ten:

1. Listening with no response

2. Pointing out passages of interest or finding the "center of gravity"

3. Summarizing what you heard

4. Asking questions about areas where you want more information

5. Giving a personal response to the topic

6. Describing the voice heard in the paper

7. Retelling the essay

8. Describing the essay as a metaphor

9. Either believing or doubting everything

10. writing a descriptive outline of the essay.

These eleven activities are all good activities, but they are designed to be used on different genres of writing and at different stages of the writing process. A teacher should give careful thought to choosing an activity that best fits the essay and purpose of the peer review.

Step Five: Knowing how to use advice

Chenoweth (1987) says that unskilled ESL writers see need to be taught how to focus on revising global issues of their writing. He also suggests that unskilled ESL writers should be taught rewriting skills. Paulus (1999) found that students often use their classmates' advice to make meaning-level (global) changes to their writing. This idea supports the fact that peer review should focus on helping writers revise not edit. Berg (1999a) adds that teachers need to "provide revision guidelines by highlighting good revision strategies" (p. 21), such as reorganizing, deleting, adding, and modifying. She adds further that teachers should "emphasize the importance of [revising] to clarify the meaning of the text before focusing on sentence (surface) level revisions, such as correcting grammar, punctuation, or spelling, because entire sentences might be replaced in the revision process" (p. 24). If students understand that peer review aids revision, give advice focused on revision, and are taught how to use that advice when they revise, peer review will be effective! Moreover, Berg (1999b) found that "trained students [make] more meaning revisions that untrained students" (p. 229). Therefore, it is important for teachers to teach this process to their students.

Revision strategy

In an effort to help my students understand and remember how to revise, I made up a strategy: "Revising makes me mad!" Student can remember this saying because revising really does make them mad and very frustrated, at least until they understand how to do it. Mad stands for the three things a writer must consider when revising: move, add, and delete. I teach my students that a writer often has to move things, usually to help improve the organization of an essay. A writer also adds things to an essay, usually to

improve the details. A writer must also be willing to delete things, especially if items are not on topic or are confusing. This trick works very well. I have been teaching it for a few semesters with very good results.

Step Six: Practice

After all of the preceding instruction, students should be guided through a protected practice of real peer review. Berg (1999a) suggests "involve[ing] students in a response…by having them use [a rubric] to respond to" another student's work. Then, "based on the responses, have the [students] revise their original" work (p. 21). This is the first attempt at peer review and revision, and it might not work perfectly. Based on the performance of the students on both the peer review and revision, the teacher can reteach as needed.

Step 7 Weekly follow up

In some of the studies previously discussed, researchers found that training at the beginning of the semester wasn't enough. Connor and Asenavage (1994) decided that "although peer response is modeled early in the semester and practiced throughout, more extensive and specific peer response training with follow up should be implemented" (p. 267). Students forget or get lazy, so sometimes they need a reminder. The follow up could be very simple, like reviewing the rules of how to give advice, or how to revise. I have found that it works well to review why peer review is important, how to give advice, and how to use advice each time I do peer review in class, especially if I am using different rubrics or activities.

Step 8 Midsemester review

With each group change, the new groups will need to renegotiate how to do peer review. The teacher should have the new groups talk about appropriate and inappropriate responses.

Analysis of existing materials

There are no programs or textbooks or websites that already have a training program. Many researchers are saying it should be done, and giving general advice on what to train for, but I have found no existing programs.

Berg's article, Preparing ESL students for peer response, published in the summer 1999 TESOL Journal, is the closest thing I have found to what the research indicates is needed. However, it is a brief article giving an overview for preparing students for peer review. It lacks materials, essays, rubrics, and lesson plans, but does give a very good foundation for further research and development.

Peer response in second language writing classrooms by Jun Liu and Jette G. Hansen, published by The University of Michigan Press in 2002, is perhaps the second best thing published so far. Liu and Hansen's book is a teacher development textbook that would be used in a TESOL MA course. It is not for use in an ESL classroom. It focuses on theory and research. It is a review of literature. Again, it gives a good foundation for further development, but it lacks the specific materials, lesson plans, or activities that teachers might need for classroom use.

This project is superior to these materials in a few ways. First, these materials provide a way to put theory into practice: useable materials, lessons, and evaluation mechanisms that can be used in a class setting. Secondly, this textbook also supplies

sample essays and peer review rubrics that can be used to model and practice peer review. Thirdly, because teachers are often very busy, the information and materials are presented in a way that is easy to use and is also adaptable. Teachers can benefit by seeing examples of how theory can be applicable to classroom teaching and by having example essays, rubrics, and tools available for use.

<div align="center">Project purpose and rationale</div>

The purpose of this project is to give ESL writing teachers information, materials, and help they need to prepare their students to perform effective peer review in their writing classes.

<div align="center">*Problem Definition*</div>

As peer review grows in popularity in both L1 and L2 writing classes, many researchers and teachers are trying to increase its effectiveness. In research, the difference between helpful and less helpful peer review seems to be in the training. In studies where students were specifically and extensively trained to do peer review, the benefits to the students, the class, and the effect on the revision process were significant. This indicates that peer review can be an effective tool when students are adequately prepared for the task. I am creating a curriculum that teachers can use to train writing students how to do good peer review.

I became aware of this problem and the need for improvement in part because I am a writing teacher. Because of experiences in my classes, I was looking for ways to improve peer review. Students are often reluctant to criticize each other. They always say, "this is good," and give little advice. In addition, I talked with my skill area supervisor at the ELC, Mark Wolfersberger (2003a), and he gave me some things to read.

I found research that suggested training students to do peer review. In studies that "proved" peer review wasn't beneficial, little to no training had been done. Mark and I discussed the issue, and decided that we needed more research and, eventually, a training program for teachers to use in their classes at the ELC.

<div align="center">

Rationale

</div>

Peer review has many benefits. Studies have shown that peer review can increase learner autonomy, critical reading and writing skills, camaraderie, and communication skills, to name a few. If teachers can understand how to train the students to do peer review effectively, I think there would be benefits to the overall curriculum, to the classes, and to the individual students.

I think Mark has another objective, namely curriculum uniformity. Many teachers do not use peer review, and Mark (and I) think it is an important part of writing class. Until recently, the ELC had no uniform curriculum. Teachers could teach or do whatever they wanted. A year or two ago, the executive board realized this was creating an imbalance. Students at the same level were getting very different instruction. So now the executive board is trying to standardize everything—curriculum, testing, materials, everything. In the writing classes, Mark would like to standardize as much as possible, the writing topics, grading, and even the types of feedback.

The product I have created includes materials that could be used by writing teachers at any school and with any proficiency level. It is a teacher's resource book explaining how to prepare students for peer review: what, how, why, and materials.

The overall goal for the program would be to train students to do effective peer review. By effective I mean one that affects meaningful revision of a student's essay.

This kind of peer review would need to be socially, culturally, and pragmatically appropriate. In order to meet this objective, the students would need to be trained in a few areas: social skills, writing skills, and language skills.

Objectives

Peer review curriculum objectives are:

- Creating a comfortable classroom environment. Students must feel safe before they can learn.

- Increasing learner autonomy. What a wonderful concept—a student being responsible for himself.

- Building social skills, especially between culture groups.

- Teaching language skills, such as vocabulary and dialoguing, appropriate and necessary for peer evaluation.

- Build critical reading and writing skills. Student must be able to identify strengths and weaknesses in the structure and meaning of what they read. They must be able to write for a specific purpose, to a specific audience, follow rules of organization, and communicate clearly.

CHAPTER 2 CONTEXT AND AUDIENCE ANALYSIS

A project developer needs to consider the context and audience for which the project is being developed. These factors help shape the methods used, scope and sequence, and the medium of the project.

Stakeholders

In developing curriculum and materials, developers need to consider which factors could affect the instructional or motivational strategies that would be employed, the delivery media used, the goals or content of the instruction, and the management strategies employed. Figure 1 shows a list of learning factors, bio/cultural factors, motivational factors, and background and prior learning factors to be considered (Christensen, 2003). Furthermore, key stakeholders should be analyzed to determine the best methods to use for their needs and interests. For this project, three major groups of stakeholders were identified: administrators, teachers, and students.

Administration

When I first began to notice the gap between expected results and real results from peer review, I talked with Mark Wolfersberger (2003b), who was the Writing Coordinator at the English Language Center (ELC) at that time. He had also noticed this problem in his classes. We mutually agreed that it was a problem, but neither of us had a solution to the problem. He said he felt that more information on the subject was necessary and would be helpful to us and to other teachers at the ELC. Based on this interview with Mark, I felt that the needs of the administration would be relatively easy to satisfy.

Teachers

Teachers are really the major stakeholders in this project. If my project is to get off the ground, it must suit the needs, teaching style, and time restrictions of most of the teachers.

Survey of writing teachers at ELC

My first method of determining the influence and needs of the teachers was surveying the writing teachers at the ELC.

Survey development. The survey was designed as part of the curriculum in IP&T 564 which I took Spring term 2003. In designing the survey, I got feedback from Mark Wolfersberger, Writing Coordinator at the ELC, and Dr. Allen and Dr. Christensen in the IP&T department (Appendix A).

I designed the survey to gather feedback from teachers who use peer review and teachers who do not. I attempted to find out what motivated the teachers in their decisions, their perceptions of the students' ability and participation, and how well materials like mine would be received.

Survey results. Many teachers use peer evaluation. At the English Language Center (ELC), 20 writing teachers were surveyed about their use of peer evaluation, and 19 use it regularly in their classes. They think that peer evaluation of student writing is moderately to extremely useful and highly beneficial in a number of areas. However, many of the teachers are not fully satisfied with the use of peer evaluation. Many teachers use it, but feel that it is not as effective as it could be.

Learning Factors	*Bio/Cultural Factors*	*Motivational Factors*	*Background & Prior Learning Factors*
• Learning styles • Multiple Intelligence profile • Level of cognitive development • Aptitudes	• Ethnicity • Age • Gender • Beliefs • Health • Socio-economic background • Peer relationships	• Interests • Likes • Dislikes • Hobbies • Expectations • Role Models	• Entry skills • Educational background • General world knowledge • Prior experiences with content • Reading Level • Language fluency

Figure 1: Factors that could affect the instructional or motivational strategies (Christensen, 2003).

Research suggests that training is very important to the effectiveness and success of peer evaluation. The teachers at the ELC seem to know this; all of them indicated that the amount and type of training can influence the effectiveness of peer evaluation, and 78% reported spending several days training their students to do peer evaluation. However, only 31% feel that students are willing and able to perform. It seems that the teachers recognize that training is important, but do not quite know what and how to train. When asked about peer evaluation training in the classroom, one teacher said, "I am having a hard time with this!"

In the time they spend training, most of the teachers, 89%, explain what to look for in an essay. However, only 68% model how to use a rubric, and only 57% model a good peer evaluation. No one reported having students practice or role play. Approximately 75% explain the need for peer evaluation and writing structure. Only 26% teach vocabulary and communication skills specific to peer evaluation tasks. Many teachers use peer evaluation, several even spend time training students how to do it, but few are satisfied.

It seems that, in spite of training, students are still not willing or able to participate; 63% of the teachers reported a high level of student reluctance to participate. There are many reasons students are reluctant. They are sometimes shy, their cultural backgrounds discourage criticism of others, or they think evaluation is the teacher's job. But the two main reasons that students are reluctant involve language skills. 100% of the teachers feel that students are reluctant because of insecurities about their English language and grammar skills, and 73% feel that students lack vocabulary and/or communication strategies necessary for peer evaluation tasks. If language skills are the most difficult, why is it the least of things being taught in training?

Only one teacher of those surveyed does not use peer evaluation. This teacher said, "I haven't done it yet because the training to get me ready for [it] is taking way, way, way too much time. I do not want to do it if it isn't done right!" Another teacher, when asked about peer evaluation training materials for the teachers, said, "This is necessary, I think!" Furthermore, 100% of the teachers reported that they want or need more information and materials about peer evaluation training. Mark Wolfersberger, Writing Skill Area Supervisor at the ELC, said, "I think if you provide the teachers with quality information, they can make an informed decision about what, how, and how much time to spend on training." Most teachers indicated that a book o some sort would be the best delivery medium.

I think the one person who reported not using peer review takes it more seriously that many of the teachers who use it. He or she said it is important, takes a lot of teacher preparation, and should be done right. I think that is true. Many teachers use it, but do not take it seriously. Some teachers take it seriously, but do not know what to do to make it

effective. They sometimes even train their students, but I still do not get the feeling that it is as effective as it could be or taken very seriously.

Diversity modeling matrix

For a second method of determining the needs of the teachers, I used a design tool called diversity modeling (Pulsinelli and Roubie, 2001). They suggest making a cast of characters who would be using the end product. This helps the developer create audience awareness for herself. In this model, the instructional designer creates prototypical users, gives them a name, and outlines the characteristics, needs, and trouble spots for each character. They caution, however, that a designer should not be overly stereotypical, but try to make the cast believable and lifelike. The benefit is that the designer can refer back to these characters as he or she designs the materials (Appendix B).

Character profiles. I created three teacher characters. I based these three characters from my observations and interactions with my coworkers at the ELC.

 Mr. John is a first time teacher at the ELC. He completed student teaching last semester. He is nervous about pleasing his supervisors, is unsure of how to teach writing, and has few materials and little experience to draw from. He depends on his supervisors and his mentor teachers for all his information. He is usually willing to put in time to build his resources.

 Mrs. Miller has been teaching at the ELC for several semesters. She completed the TESOL certificate at BYU, and has been teaching part time at the ELC ever since. She uses newer teaching methods, such as cognitivism. She has materials, experience, and coworkers she trusts and

uses to inform her management and planning. She is open to new ideas, as long as she sees benefit to them and they won't take too much preparation time.

Ms. Farr has dozens of years of teaching experience. She is a little more set in her ways than Mrs. Miller and Mr. John. She believes the old ways are best and sees no point in changing her methods, no matter what new research might say. Her ideas are a little dated, but effective in some situations. She is not open to new ideas unless she is forced to be, in which case she complains a lot.

Matrix results. The data suggests that I should design for Mr. John and Mrs. Miller. They are the ones who need and would use information. I should include enough information and materials for Mr. John, who needs the structure, but with enough flexibility for Mrs. Miller, who will most likely adapt anything to fit her schedule and her wants. In the testing phase of the design process, I should let Mr. John and Mrs. Miller have the opportunity to volunteer to participate. They will probably be interested and willing to give it a try. After successful testing, maybe Ms. Farr might try it.

<div align="center">Students</div>

Students are the second most important group of stakeholders. I must find their needs and be able to address them through the curriculum and materials.

Diversity modeling matrix

I also used diversity modeling (Pulsinelli and Roubie, 2001) to assess the students' needs (Appendix C). Again, this method helps the developer create audience awareness for herself.

Character profiles. I created three student characters. I based these three characters from my observations and interactions with my students at the ELC. These

students are based on personality traits and not necessarily any particular country or culture group. For example, in this profile, Yohei is a Japanese student, but he represents students from all countries who have similar personality traits and study habits. The same is true of Martina and Otgo.

Yohei is a student who studies hard, but struggles to improve as quickly as he wants. Writing essays is completely new to him; in his country, he never had to write academic essays. Also, in his culture, giving criticism of any kind is inappropriate. He needs to learn that in U.S. academic culture, group work is common, and being able to give kind, constructive advice is important.

Martina is a student who studies hard and is often frustrated by other students who goof off or won't participate in class. She has completed some higher education in her country and has written many critical, academic essays. She is accustomed to giving blunt, unequivocal advice. She needs to learn how to give advice in a kind way, being aware that other cultures do things differently from hers.

Otgonbayaar "Otgo" is a student who studies haphazardly. Sometimes he is on time, but usually he is behind on his homework. He wants to learn English, and is somewhat intrinsically motivated, but likes to play and have fun. He is slow to progress, but is a fun student to have in class. He likes to talk and tell jokes. Often he is off track and taking the rest of the class with him. He has written a few academic essays before, but needs to review. He

is happy to give advice, but often does so halfheartedly. He needs to learn how to give helpful advice.

Matrix results. It seems like all three types of students could benefit from this project. The findings suggest going ahead with the project.

Writing teachers perceptions of students' ability & potential participation in peer review

As previously mentioned, I surveyed the ELC writing teachers (Appendix A). I designed part of the survey to find out the teachers' perceptions of the students' ability and participation in peer review.

Survey results. The teachers' results were interesting. The one teacher who does not use peer review in class avoids it because students do not give good advice and it causes fights between students. It seems that this teacher has probably had negative experiences with peer review in the past.

The teachers who do use it generally agree that students have problems with it. When asked if they feel that students are confused about the purpose of peer review, 5% said always, 39% said usually, 56% said not usually, and 0% said never. When asked if they feel students are reluctant to give advice, 5% said always, 63% said usually, 32% said not usually, and 0% said never. I think it is interesting that no one chose "never," and I also think there is a bit of a mismatch in answers between the two questions. Most of the teachers thought that most of the students are not usually confused about the purpose of peer review, but they also thought the students are usually reluctant to give advice. This suggests that students understand the role and purpose of peer review in the writing process, but they just do not like it. I think that students do not understand the writing process, and therefore, do not understand the role and purpose of peer review in the

process, and therefore, they do not appreciate it to its full extent. The fact that teachers believe students understand the purpose of peer review, when my experience has shown that they do not, leads me to think that the teachers do not understand the writing process and the purpose of peer review.

When asked why they think the students are reluctant to give advice, the teachers' responses were relatively close: 20% said the reluctance is caused by the students' cultural background; 29% said it is because students are insecure with their grammar and language skills; 21% said it is because of a lack of vocabulary or communication strategies necessary for giving feedback; 9% said students just do not want to hurt their friends' feelings; and 2% said the students think evaluation is only the teacher's job.

This suggests that teachers need to be told to address issues of culture and communication strategies as part of preparing students for peer review. They also need to be told how to overcome cultural differences and the students' insecurities.

Conclusion

After considering these stakeholders, I decided that any project I would develop should be paper-based and geared towards teacher use. If the teachers could understand the eight steps previously outlined, they could help their students learn them. I also decided that all eight steps should be addressed in the project, but that the project should add practical application of the theory. It should include advice, materials, and lesson plans to help teachers implement the theory into their classes. Finally, the materials need to be easy to understand and easy to use; teachers do not have a lot of free time to spend.

Overall, based on the survey of the administration, faculty, and students, it seems like the project is necessary! It definitely would help the teachers do a better job of

preparing the students. I firmly believe that if the teachers set it up the right way, the students will understand why it is important to the writing process, will be willing to do it, and that it can build better friendships in class. It is potentially very helpful and useful.

<center>Organizations Involved</center>

There are several organizations involved with this project. Their needs, goals, expectations, culture, values, and systems need to be considered throughout the development and implementation of this project. My work needs to conform to existing implementation and style guidelines outlined by my MA project committee, the ELC Executive Counsel, and the ELC Writing Coordinator.

First, the ELC executive council is involved because they make the executive curriculum decisions and must approve any pilot studies prior to their implementation. They expect all projects and studies to be professional and also discrete. Care must be taken to keep IRB standards.

Second, the BYU Linguistics department is involved because this is my Master's project. Therefore, my MA project committee is involved because they must make sure I successfully complete all of the requirements for graduation.

Third, the ELC writing coordinator is involved because he is the person with the authority to make decisions for the writing curriculum.

Fourth, writing teachers are involved because they will be testing it for me, giving feedback to me, and letting me know what will sink or swim. The materials will be tested by new and experienced teachers across intermediate proficiency levels at the ELC.

Implementation Environment

Once the materials are developed, they will be tested by teachers at the ELC. I learned in my Instructional Design and Materials Development classes that materials should be developed for intermediate proficiency levels, so level 3 and 4 writing classes at the ELC will be targeted.

The ELC writing curriculum focuses on the writing process, writing fluency, and genre writing. The curriculum specifically talks about the complexity of writing topics, length of finished essays, and overall appropriateness of content and organization. Specific guidelines are not in place for grammar in student writing, grading, feedback on drafts, or use of tutors. The peer review preparation materials would fit in nicely with this curriculum. It fits with the emphasis on the writing process. It could potentially help teachers meet the objectives outlines by the curriculum.

The teachers would need the materials before the beginning of the semester so they could incorporate it into their plans. During the pilot studies, I would be available to field problems or concerns. I hope after a few iterations of the project, it could be implemented without ongoing support and that the teachers could go to the book to find answers.

Development Resources/Schedule

The first iteration of the project needs to be ready for implementation in my classes in Summer 2003. Revisions should be finished for implementation in a small study involving other teachers by Fall 2003. If any more revisions are needed, they should be finished and ready for implementation in a larger study in Winter 2004. The

tests should be completed by the end of April 2004, at which point I can begin finalizing the project, write the report, and work towards graduation.

This is a low budget project. I paid for copying the materials that teachers used in the pilot studies. I used Microsoft Word templates to develop the project. The end result is a print based medium that includes explanations, activities, rubrics, example essays, and sample lesson plans.

CHAPTER 3 PROJECT DEVELOPMENT

In addition to the task analysis, audience analysis, survey of stakeholders and organizations involved, a project developer need to consider the instructional model that will be used, the scope and sequence of the finished materials, and the instructional methods that will be implemented.

Instructional model: Principles for Designing Cognitive Apprenticeship Environments

I learned about cognitive apprenticeship in IP&T 564. It seems a perfect fit with what I want to accomplish with my project, and with the existing ELC curriculum objectives. In a cognitive apprenticeship, a teacher tries to teach the cognitive processes involved in a task through modeling, coaching, and scaffolding (Collins, A., Brown, J., & Holum, A., 1991). There are four areas a teacher needs to consider when designing a cognitive apprenticeship curriculum (figure 2).

This instructional model seems to fit well with the ELC writing curriculum. It focuses on teaching the process behind an action, which in the writing curriculum is the writing process. It promotes student autonomy; peer review also promotes autonomy. It makes learning a social activity and group effort; peer review makes learning a group activity. There are many correlations between this model and what the writing curriculum and this peer review project hope to accomplish.

Scope and sequence

The eight tasks explained previously can be organized into three teaching units: instruction, evaluation, and review (Appendix D). In the first unit the students must be taught how to get along with each other. They also need to learn about the writing

Content: Types of knowledge required for expertise
_____

- Domain knowledge subject matter specific concepts, facts, and procedures
- Heuristic strategies generally applicable techniques for accomplishing tasks
- Control strategies general approaches for directing one's solution process
- Learning strategies knowledge about how to learn new concepts, facts, and procedures

Method: Ways to promote the development of expertise
_____

- Modeling teacher performs a task so students can observe
- Coaching teacher observes and facilitates while students perform a task
- Scaffolding teacher provides supports to help the student perform a task
- Articulation teacher encourages students to verbalize their knowledge and thinking
- Reflection teacher enables students to compare their performance with others
- Exploration teacher invites students to pose and solve their own problems

Sequencing: Keys to ordering learning activities
_____

- Global before local skills focus on conceptualizing the whole task before executing the parts
- Increasing complexity meaningful tasks gradually increasing in difficulty
- Increasing diversity practice in a variety of situations to emphasize broad applications

Sociology: Social characteristics of learning environments
_____

- Situated learning students learn in the context of working on realistic tasks
- Community of practice communication about different ways to accomplish meaningful tasks
- Intrinsic motivation students set personal goals to seek skills and solutions
- Cooperation students work together to accomplish their goals

Figure 2: Principles for Designing Cognitive Apprenticeship Environments (Collins, A., Brown, J., & Holum, A., 1991, 43).

process, essay structure, communication skills for peer review, and how to do peer review. In the second unit, they will practice doing peer review. Finally, in the third unit, the teacher will continually review the principles learned previously.

Instructional methods

Although there are many stakeholders, I decided to focus on the teachers. If I put together a good program to help the teachers, the students will be positively affected through them. The materials will be a cognitive apprenticeship to teach teachers how to teach peer review. The materials will utilize scaffolding to build the teachers' knowledge about peer review. It will also include modeling and coaching through the use of quotes from the experts, such as Connor and Asenavage and Berg. Each instructional method in the materials is based on cognitive apprenticeship principles (Appendix E).

Project Development

I decided to create a paper based project. I chose to use Microsoft word templates because they are readily available on most computers and are generally easy to use. However, it has been challenging to use Microsoft to design the project materials. The text boxes can get messed up very easily.

The project went through several stages and revisions. I tried to implement principles I learned in Ling 678 Materials Development and IP&T 564 Instructional Design. In the beginning, the materials were very boring; I had information in a disorganized format and no pictures. I felt like the bones were in place, but I needed to perfect the presentation.

Next, I organized the information uniformly from chapter to chapter by using standardized headings and titles. I felt that the information was coming together. In addition, I added pictures from the Microsoft clip art gallery. However, the pictures were all different. It made the product look messy.

In the next revision, I changed the pictures to be from the same style gallery. I recognized that the pictures weren't perfect, but they were the best ones available from the style gallery. But the next problem was white space. The templates I used from Microsoft were visually busy. I needed to remove some of the visual clutter and use more white space. I also needed to make the information easier to copy or adapt. These issues were addressed in the future revisions. At this point I began the first pilot studies of the materials.

After three pilot studies, I realized that some changes needed to be made to the materials. First, students preferred to respond as readers not as critics. So I removed the criterion based feedback from the materials and added more reader response activities. Second, the text boxes were getting obnoxious, to the point that it was hard to read some of the information. So I abandoned the text boxes. Third, the matierals needed to be more flexible, more copyable, and more adaptable. That is a large challenge. I attempted to address it by making the pages easier to photocopy and easier to read. I hope that by increasing readability it will increase useability. However, I recognize that not everyone will be pleased with everything. It is the best I can do with what I have, and I think it is pretty good.

Finally, I think that the materials are nearly finished. I plan to submit them to a publishing company by the spring. I realize that the layout and format and pictures would all be different if this work were ever published.

CHAPTER 4 IMPLEMENTATION

After developing these materials, I implemented their use in a few pilot studies at the English Language Center. I needed to test the usability and effectiveness of the materials.

Research questions

- Is the content appropriate for the skill and level?

- Are the layout and format usable, adaptable, and easy to understand?

- Does it produce the desired results?

Methods

Questionnaires

In each pilot study, the teachers were given a packet of questions about the materials. The packet included open ended and closed questions that dealt with each chapter individually and the work as a whole. A copy of the questions can be found in Appendix F.

Interviews

I also interviewed each teacher at the end of Pilot C. I first read their answers to the questions. Then I interviewed them to clarify some of their answers and to get further information where the answers were sparse. Each teacher was interviewed individually.

Setting and context

Location

The study was conducted in several writing classes at the ELC, which is part of Brigham Young University in Provo, Utah.

Time

As previously mentioned, three separate pilots studies were conducted. Pilot A went from May 2003 to August 2003. Pilot B went from September 2003 to December 2003. Pilot C went from January 2004 to April 2004.

Class Size

Although class size varies slightly, the ELC averages 15 students per class.

Equipment

Teachers had copies of the "textbook" from which they made copies for students, overhead transparencies, or whatever they might need for class. They were encouraged to be familiar with the materials and adapt them as needed to suit the needs of their classes.

Participants

Students

The students who participated in the study were intermediate level students the English Language Center (ELC) of varying ages and cultural backgrounds. Students were placed in levels based on a battery of placement tests, including a writing test. The writing test was double rated by trained raters at the ELC who were on the Executive Council. Three pilot studies were conducted over the course of one year, and in that time a total of 10 classes were involved. The students involved signed a document acknowledging their participation and giving permission for their feedback to be used for research (Appendix G).

Teachers

As previously mentioned, three pilot studies were done. In Pilot A, I was the only participant. I wanted to try the materials before I had other teachers use them.

In Pilot B, I participated, as well as Mark Wolfersberger, the ELC Writing Coordinator, and Kiffany Javier. All three of us were experienced writing teachers. Kiffany and Mark volunteered to do the study; I wanted to see how a new set of students would compare with the previous study's students. We all taught students at the same proficiency level.

Pilot C was the biggest pilot. Mark, Kiffany, and I participated again. Mark and Kiffany wanted to see if they could do better than the first time, and I wanted to try it on another set of students. In addition, two new teachers, who were teaching writing for the first time, volunteered to participate in the study: Ben McMurry and Willow Ryu, who was a nonnative English speaker.

CHAPTER 5 RESULTS AND FINDINGS

Based on the feedback gained through the questionnaires and interviews, I concluded that the materials had great potential, but that it was easy for teachers to get sidetracked and for students to get frustrated. The details of the findings are as follows.

From teachers

In general, the teachers who tried the materials liked them. They felt that the students were more willing to participate in peer review, although they still had a hard time giving criticism. They felt like the quality of their teaching improved. However, the experienced teachers felt trapped into using the materials exactly as shown. That was a difficult hurdle for me to jump; I had hoped that they would focus on the principles and be able to adapt the materials. On the other hand, the new teachers appreciated the structure because they had no previous structure to build on. They felt they needed the examples, and they rarely deviated from them (Javier, 2004; McMurry, 2004; Ryu, 2004; Wolfersberger, 2004). Details from the teacher interviews can be found in Appendix H.

From Students

Questionnaire

I participated in all three pilot studies, and during that time I taught a total of four writing classes. I administered a questionnaire to my students (Appendix I). The students were asked to respond to questions about peer review at three stages of the course. First they were asked at the beginning of the semester; this survey is labeled "none." Next they responded after only two weeks of the class, which was after the teaching unit of the peer review materials was completed; this survey is labeled "2 weeks." Finally, the students were asked to respond at the end of the semester, and this survey is labeled "4 months."

Findings

The peers get nicer as time goes by—an increase from 12% very nice (figure 3) to 14% very nice (figure 4) to 32% very nice (figure 5). This could reflect the influence of the training for task number one (Knowing each other) and number four (Knowing how to give advice).

The peers get more helpful as time goes by—an increase from 7% very helpful (figure 6) to 9% very helpful (figure 7) to 32% very helpful (figure 8). Not helpful at all decreased from 7% (figure 6) to 0% (figures 7 and 8). This could be the effect of training for task number two (Knowing what to look for).

It got easier as time passed—5% very easy (figure 9) to 9% very easy (figure 10) to 21% very easy (figure 11). This could be due to tasks seven and eight (Following up weekly and Reviewing at meidsemester).

The feedback grows more useful over time—an increase from 5% very useful (figure 12) to 23% very useful (figure 13) to 11% very useful (figure 14). It is interesting that the usefulness increased, then decreased, but ended with an overall increase of 6 percentage points. My theory for this curve is that over the course of the semester, the complexity of topics and length of the papers increased. I believe that the peer review remained useful, but that the writing itself got harder.

Student opinions about peer review

At the end of each semester, I also asked my students to respond to three questions.

- Did you feel like the peer groups helped you?
- Did you feel like the people in your group were your friends?
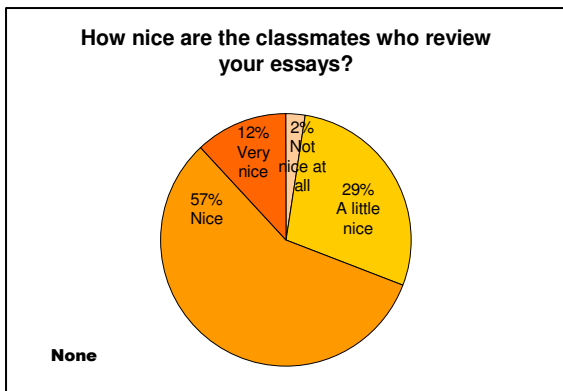- Do you feel like your essays were better because of them?

How Nice

How nice are the classmates who review your essays?
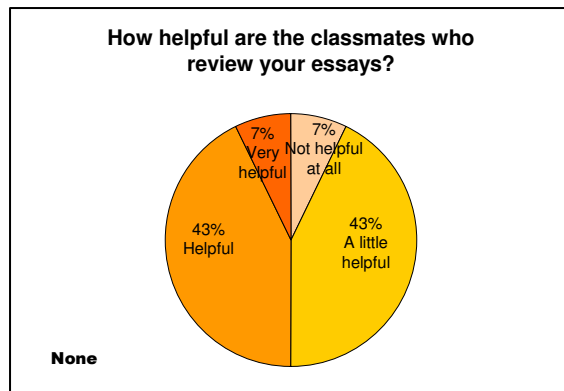
- 2% Not nice at all
- 12% Very nice
- 57% Nice
- 29% A little nice

None

Figure 3: no preparation

How Helpful

How helpful are the classmates who review your essays?

- 7% Not helpful at all
- 7% Very helpful
- 43% Helpful
- 43% A little helpful

None

Figure 6: no preparation

How nice is your peer group?

- 6% Not nice at all
- 14% Very nice
- 31% Nice
- 49% A little nice
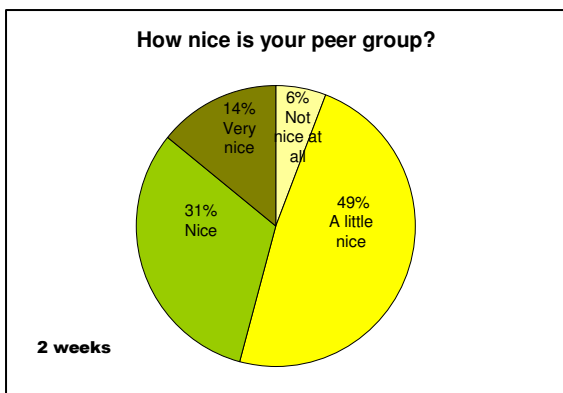
2 weeks

Figure 4: 2 weeks preparation

How helpful is your peer group?

- 9% Very helpful
- 46% Helpful
- 46% A little helpful
- 0% Not helpful at all
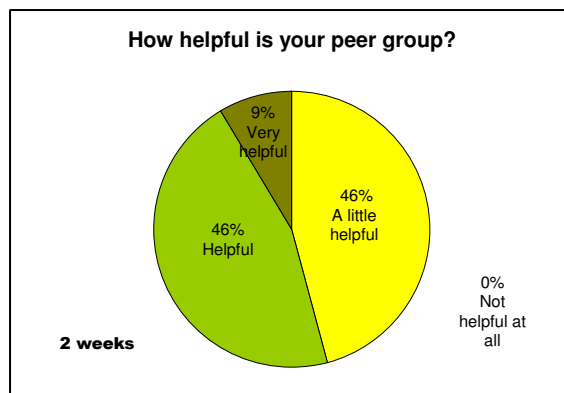
2 weeks

Figure 7: 2 weeks preparation

How nice was your peer group?

- 5% Not nice at all
- 11% A little nice
- 32% Very nice
- 53% Nice
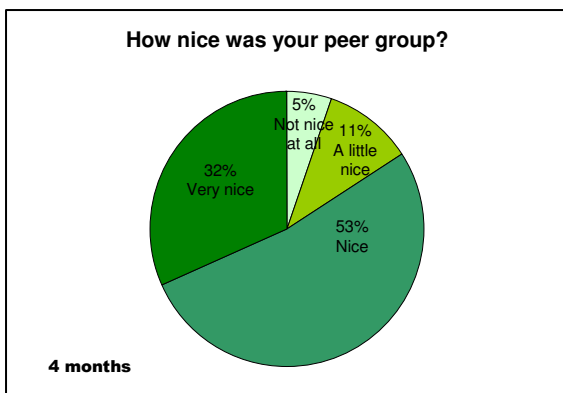
4 months

Figure 5: 4 months preparation

How helpful was your peer group?

- 26% A little helpful
- 32% Very helpful
- 42% Helpful
- 0% Not helpful at all
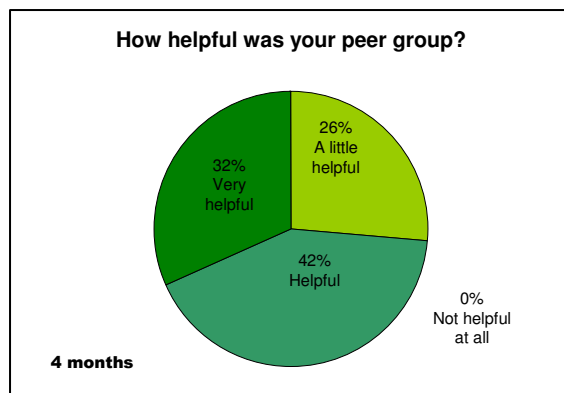
4 months

Figure 8: 4 months preparation

How Easy

How easy is it to use the advice from your classmates to revise your essays?

5% Very easy
7% Not easy at all
36% Easy
52% A little easy
None

Figure 9: no preparation

How Useful

How useful is the advice you receive from your classmates?

5% Very useful
7% Not useful at all
52% Useful
36% A little useful
None
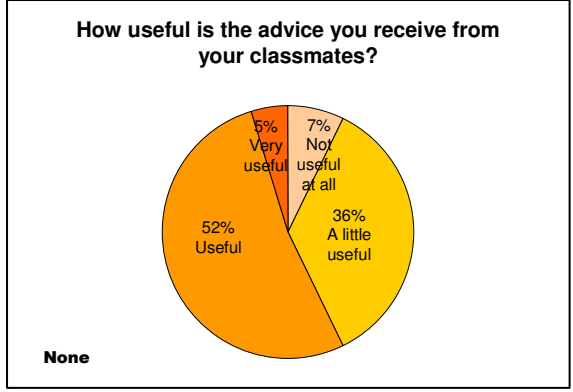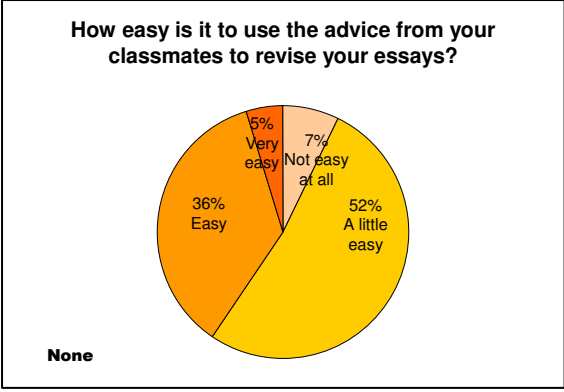
Figure 12: no preparation

How easy is it to use the peer review feedback to revise your essay?

9% Very easy
6% Not easy at all
50% Easy
35% A little bit easy
2 weeks
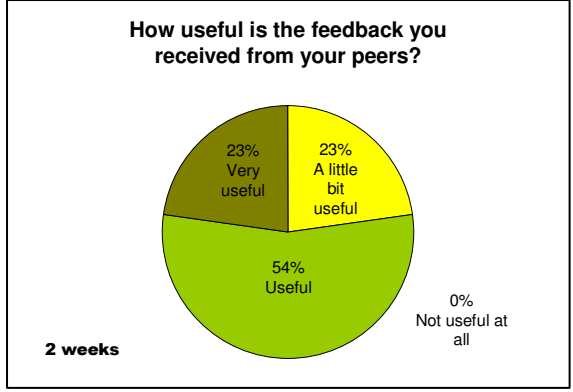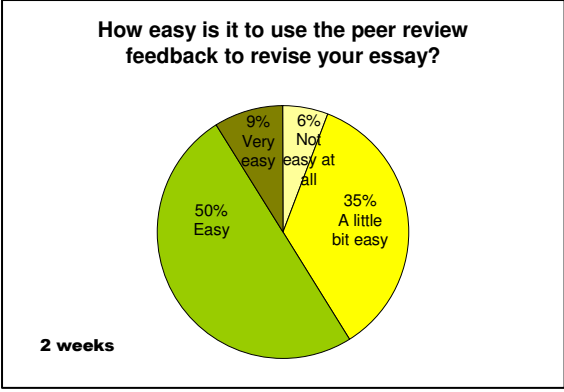
Figure 10: 2 weeks preparation

How useful is the feedback you received from your peers?

23% Very useful
23% A little bit useful
54% Useful
0% Not useful at all
2 weeks

Figure 13: 2 weeks preparation

How easy was it to use the peer review feedback to revise your essay?

21% Very easy
11% Not easy at all
32% Easy
37% A little easy
4 months

Figure 11: 4 months preparation

How useful was the feedback you received from your peers?

11% Very useful
5% Not useful at all
42% Useful
42% A little useful
4 months

Figure 14: 4 months preparation

I had them respond to these questions because I wanted more personal feedback, as well as a way to verify or deny the findings of the student survey. The individual student feedback is in Appendix J.

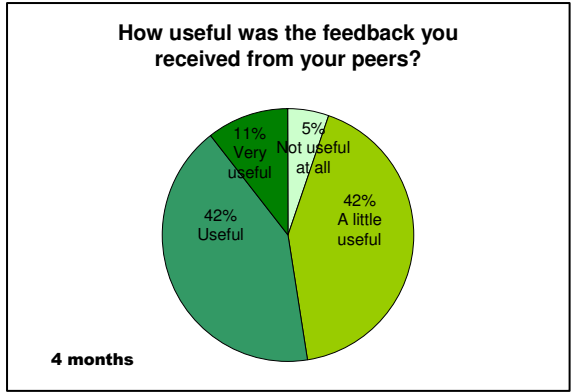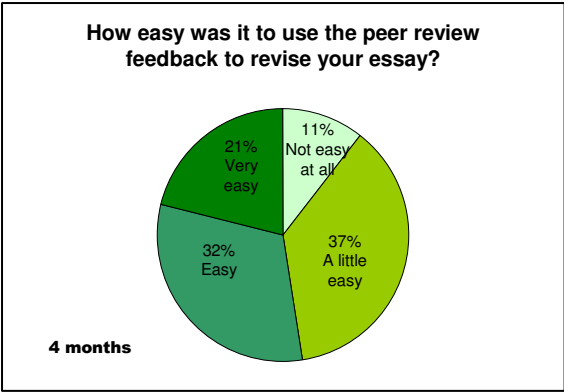Some students loved doing peer review. They loved their group members. They said it helped them get over culture shock more quickly because they made friends in class. They said it helped them understand the writing process more. It helped them become more critical, more confident, and more outgoing.

However, some students didn't like peer review. Some of them said we did it too often, and some of them said their peers didn't give good advice. And other students liked it a little bit, but gave advice for how to do it differently in the future.

Overall, the students liked doing peer review, they liked their peer groups, and they liked the feedback they got. They saw marked improvement in their friendships, revisions, and negotiating skills.

Well after the completion of the study I received an unsolicited email (Appendix K) from Suzy, a former ELC student. She had moved on in her education to the LDS Business College, where she was taking a freshman writing course. In her email she said that her teacher was requiring them to do peer review. She remembered what she had learned in my classes (she was part of pilots A and B) and tried to give helpful feedback in a kind way, but her classmates took offense at the feedback she and other students gave. Her classmates said that peer review is stupid, but Suzy said she "completely disagree with" them. She concluded her email by saying that "this peer review is causing me a lot of trouble." I was excited to receive this email because it suggests that students can do effective peer review and like it if the teacher prepares them for it. It also suggests that students cannot do effective peer review

and dislike it if the teacher does not prepare them for it. It seems like Suzy's teacher needs to look at these materials.

Overall Effectiveness

In spite of some problems, the materials do what they were designed to do. They help teachers understand the processes involved in peer review. The teachers can communicate those processes to their students. The students generally respond well and perform well. Based on the feedback I have received, I feel that I could continue to revise the materials for future publication.

CHAPTER 6 CONCLUSIONS AND APPLICATIONS

Lessons learned

The effectiveness of the mini curriculum depends first of all on the preparation of the teacher. If the teacher takes time to familiarize himself/herself with the objectives and guidelines, it will be easier for him/her to adapt the materials, teach information, and use peer review effectively in class. A teacher who does not understand the rationale and process involved with peer review, he/she cannot teach the students to use it effectively.

The effectiveness of peer review also depends on the synergy of the students. I taught the peer review material to four different classes. I feel like it worked great in some of my classes, but some classes had problems. The students in some classes became friends right away and had little or no inhibitions about peer review. Students in other classes took longer to become friends, and their inhibitions at the beginning of the semester bled over a little bit into the rest of the semester. Some students in some of the classes were considered to by lazy and obnoxious by the other students, and any group to which those students belonged did not do peer review well. Other students were older and had already worked in professional fields. They were efficient and were respected by their peers. Groups to which these students belonged usually did peer review very well.

I also learned that no matter how well the material is presented, students do not like criterion based feedback. They feel unqualified to heavily critique another's work. Therefore, peer review works best when students respond as readers not evaluators. I have moved to only using peer review methods based on reader response to content of the essays. All concerns with organization I deal with in teacher-student conferences.

Ongoing use of the materials at the ELC

I have made these materials available on the ELC's SASC website, which is updated periodically (www.elc.byu.edu/sasc/pr). Teachers who are interested can download the complete document. For example, in Fall semester, 2004, two teachers are using the materials: Athelia Graham and Paul Morley. They report that the materials are helpful and easy to use. They have appreciated the help the materials offer them. They feel like peer review this semester is more successful than it has been for them in previous semesters.

In addition, Curtis Isaac, who is currently the Writing Coordinator at the ELC, invited me to present information about peer review at a teacher inservice meeting in October 2004. Many people told me afterwards that the information was potentially very helpful and asked for more information. I directed them to the materials on the website, and keep in touch with them regularly.

Furthermore, I have continued to teach writing at the ELC. I have been adapting the materials to meet the needs of lower proficiency students. I find that peer review is still useful and effective at the lower levels. The students enjoy it, perhaps even more than those I taught at the higher levels.

Future changes to the project

The materials need more work. They need to be adapted to low and high proficiency levels. They need to be structured less rigidly, but still well enough to support inexperienced teachers. I do not know how I am going to do that yet.

Because of my discovery that students respond better as readers, I have removed some of the rubrics and activities from the materials that make them respond as critics or editors, and plan to add more materials focused on reader response activities.

Suggestions for future research

Based on the results of these studies, I have three areas for further research. First, I think someone should do a statistical study on the use of these materials in writing classes. The researcher should have two groups: one using the materials and one not using the materials. Second, I think it is important to compare the level of involvement and effectiveness of students reviewing as readers vs. students reviewing as critics. Thirdly, I think someone could compare the effectiveness of peer review (with preparation) at different proficiency levels.

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Appendix A: Teacher Survey

If you are teaching or have ever taught writing at the ELC, please complete this questionnaire and put it in Mark's box.
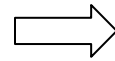
1. What writing classes have you taught at the ELC?_____

2. Do/did you use peer evaluation/review/feedback (whatever you call it) in your writing class?
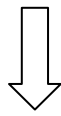
    A. No   B. Yes
    Complete questions 3-9.   Complete questions 10-23.

3. Why do not you use peer evaluation? Circle all that apply.
    A. There is not enough time in class.
    B. Students do not like it.
    C. It doesn't produce better drafts.
    D. Students do not give good advice
    E. Students can't do a good job evaluating a paper.
    F. Students do not know enough grammar.
    G. It causes too many fights between students.
    H. I do not know enough about it to feel confident trying it.
    I. Other:_____

4. If students were trained and given specific elements of writing to focus on in during peer evaluation, do you think they would provide better feedback to each other and make better revisions in their papers?
    A. Not at all
    B. A limited extent
    C. A moderate extent
    D. A great extent
    E. A very great extent
    F. I do not know

5. How much do you think the amount and type of training would influence peer evaluation?
    A. Not at all
    B. A limited extent
    C. A moderate extent
    D. A great extent
    E. A very great extent
    F. I do not know

6. Would you be willing to try peer evaluation if it would benefit student performance in the long run?
   A. Yes
   B. Maybe
   C. No

7. Would you be willing to try peer evaluation if you had materials on how to train students for peer evaluation?
   A. Yes
   B. Maybe
   C. No

8. What concerns might you have with a training program? Circle all that apply.
   A. Amount of time it would take in class
   B. If it would actually benefit the students
   C. Different than my opinions about peer evaluation
   D. Other:_____

9. In what format would you like information about peer evaluation training presented to you?
   A. A one-hour training seminar
   B. A packet of materials and explanations
   C. A teacher's guide with example activities
   D. Other:_____

Thank you for your participation. You are finished with the survey.

10. How useful do you think peer evaluation is?
   A. Not at all useful
   B. Slightly useful
   C. Moderately useful
   D. Extremely useful

11. Why do you use peer evaluation? Circle all that apply.
   A. Saves teacher time
   B. Produces better drafts
   C. Produces greater student-author autonomy
   D. Creates greater camaraderie in the class
   E. Produces greater audience awareness
   F. Improves critical reading and writing skills
   G. Other:_____

12. What should students look for/evaluate in a peer evaluation session? Circle all that apply.
   A. Grammar?Spelling
   B. Organization/structure
   C. Vocabulary
   D. Ideas
   E. Thesis statement
   F. Topic sentences
   G. Unity of details
   H. Flow of ideas
   I. Other:_____

13. How much time do you spend training your students to do peer evaluation?
   A. Part of one day
   B. One day
   C. Several days in a row
   D. Hit and miss throughout the semester.

14. How do you train for peer evaluation? Circle all that apply.
   A. Explain a rubric they will use
   B. Explain the need for peer evaluation
   C. Explain writing structure
   D. Model a good evaluation
   E. Explain what to look for in the essays
   F. Teach vocabulary and dialogue skills
   G. Other:_____

15. Briefly describe any strategies you
have found useful for promoting successful peer evaluation (successful: (adj.) when students give advice that produces positive change in an essay, and are still friends when it is over).

16. Briefly describe any peer evaluation
strategies that didn't seem to work with your students and explain why you think they didn't work.

17. Do you feel that students are
confused about the purpose of peer evaluation?
   A. Never
   B. Not usually
   C. Usually
   D. Always

18. Do you feel that students are reluctant to give criticism or advice to their peers?
   A. Never

B. Not usually
C. Usually
D. Always

19. If you feel that they are reluctant, what causes their reluctance? Circle all that apply.
    A. Cultural background
    B. Insecure about grammar/language skills
    C. Lack of vocabulary/communication strategies for criticism
    D. Shyness

20.   How much do you think the amount and type of training increase the effectiveness of peer evaluation?
    A. Not at all
    B. A limited extent
    C. A moderate extent
    D. A great extent
    E. A very great extent

21.   Would you be willing to spend more time doing specific training for peer evaluation if it would benefit student performance?
    A. Yes
    B. Maybe
    C. No

22. What concerns might you have with a training program? Circle all that apply.
    A. Amount of time it would take in class
    B. If it would actually benefit the students
    C. Different than my opinions about peer evaluation
    D. Other:_____

23. In what format would you like information about peer evaluation training presented to you?
    A. A one-hour training seminar
    B. A packet of materials
    C. A teacher's guide with activities

Thank you for your participation. You are finished with the survey

Appendix B: Teacher Matrix

	First time teachers Mr. John	Willing to try new things Mrs. Miller	Unwilling to try new things Ms. Farr
Characteristics	▪ Mostly inexperienced ▪ A little insecure ▪ Anxious to adapt quickly and to please supervisors ▪ Still unsure about which teaching theories he favors. Usually reverts back to teaching the way he was taught	▪ Usually a newer teacher who has been teaching for a short amount of time. ▪ Favors newer teaching techniques and theories—constructivism, cognitivism, collaborative learning ▪ Student centered	▪ Has been teaching for a long time. ▪ Favors older teaching techniques and theories—behaviorism ▪ Teacher centered
Wants/needs	▪ Desperately needs and wants materials ▪ Examples ▪ Feedback	▪ Would be interested in materials. ▪ Needs to be shown evidence or proof of how something new is effective.	▪ She wants to be left alone until retirement.
Things to avoid	▪ Giving too little structure in the curriculum and lesson plans	▪ Giving too much structure in the curriculum and lesson plans	▪ Trying to change things too quickly.
Quote	"I have never taught writing before. I do not know what to do. What kind of essays should I teach? How should I grade? How long will it take me? What materials do I use? I am unsure about everything and a little nervous."	"I have been teaching writing for a while. I generally know what works and what doesn't. But I would be willing to try something new or different if I felt that it would benefit me or my class."	"I have been teaching for a long time. I know exactly how things should be done, and I think new-fangled teaching methods are a waste of time. They are confusing and success is hard to measure, and I will continue to do things the traditional way. Tried and tested tradition is best."

Appendix C: Student Matrix

Characteristics	Type 1 Yohei	Type 2 Martina	Type 3 Otgonbayaar
	▪ Very seriously minded ▪ High grammar skills ▪ Low listening/speaking skills ▪ Often has never written essays before ▪ Plagiarism doesn't exist for them ▪ Dislikes group work ▪ Rhetorical structures are completely foreign ▪ Dislikes being called on to answer questions ▪ Dislikes calling attention to himself ▪ Dislikes criticizing others ▪ Wants more TOEFL homework ▪ Highly motivated to pass the TOEFL, often forget that there is more than that ▪ Prefers drills, note-taking, multiple choice tests	▪ Very seriously minded ▪ High grammar skills ▪ Mid-high listening/speaking ▪ Essay writing is central in their education system ▪ Very aware of plagiarism and citations ▪ Likes group work as long as the group stays on task. ▪ Rhetorical structures are familiar and easy to use ▪ Often is quiet in class, but will volunteer to answer all questions. ▪ Doesn't crave attention, but doesn't mind it ▪ Doesn't mind giving or receiving constructive criticism. ▪ Wants more challenge ▪ Highly motivated to learn university skills ▪ Gets irritated easily when the class is not professional.	▪ Not so seriously minded ▪ Low grammar skills ▪ Mid to high listening/speaking ▪ Formal essay writing is difficult for them. ▪ Knows about plagiarism, but a little relaxed about citations ▪ Loves group work, often off task ▪ Rhetorical structures are easy to recognize, but hard to use. ▪ Enjoys talking out in class, not always on topic ▪ Loves to be the center of attention ▪ Doesn't mind giving or receiving personal criticism. ▪ Wants more fun and games and less homework ▪ Often is highly motivated, but it is not apparent. ▪ Punctuation is very difficult for them

	Type 1 Yohei	Type 2 Martina	Type 3 Otgonbayaar
Wants/needs for peer evaluation	▪ Why peer evaluation is important ▪ How to give advice that will help their peers write better essay ▪ What to critique	▪ How to give criticism in a kind way	▪ How to give criticism in a helpful way ▪ What to critique in an evaluation
Things to avoid	▪ Embarrassing them ▪ Neglecting TOEFL ▪ Too much group work	▪ Too little challenge ▪ Neglecting university training ▪ Pointless or off-task group work	▪ Too much challenge ▪ Neglecting their need to talk and move ▪ Too little group work
Quote When responding to an essay…	"It is good."	"I like this idea, but I think you need a stronger thesis statement, these details are not on topic, and you need to write a conclusion."	"It is bad. Fix it."

Appendix D: Scope and Sequence

Course Overview	Unit 1: Instruction	Unit 2: Evaluation	Unit 3: Review	Appendices
A. Why use this material? B. What is included in these materials? C. How do I use these materials? D. What is the time frame for using these materials?	A. Teamwork building B. Paper and paragraph structure C. The writing process D. Communication skills E. Peer evaluation rules and rubrics	A. Dress rehearsal: Practice everything B. Long and short term outcomes	A. Weekly follow up B. Midsemester review	A. Copyable materials B. Essays C. Rubrics D. Bibliography

Appendix E: Instructional Methods

Name	Strategy	Purpose	Rationale
Unit 1: Instruction	Lesson topics and objectives	What needs to be taught	Domain Knowledge Scaffolding Global before local Increasing complexity Increasing diversity
Activities and Materials Lesson plans	Materials they could use or adapt	How it could/should be taught	Heuristic strategies Scaffolding Modeling
Expert Advice	Quotes from experts/researchers about potential problem areas	Give advice and examples Help them know what pitfalls to avoid, and, if they are in a hole, not to blame the program for problems that are external	Coaching
Unit 2: Evaluation and assessment to individual activities	Materials and activities they could use to assess the Projected short-term and long term performance outcomes	How to assess the effectiveness of the training— performance or performance potential	Scaffolding Reflection
Unit 3: Review	Suggestions for use in the writing process, in different proficiency levels, how to revisit the training modules as needed	How to maintain the program—how to push the students to reach target performance over time	Exploration Scaffolding Coaching Control strategies
Appendices	Example rubrics and essays	Give advice and examples	Coaching Modeling

Appendix F: Questionnaire for pilot study

Table of Contents and Introduction
1. How did the table of contents help you understand the scope and organization of the book?
2. How did the introduction help you understand the purpose and time frame of this unit of instruction?
3. Did you follow the suggested calendar and sequence of lessons, or did you adapt it? Why?
4. What could have helped you understand this better?

Chapter 1
1. Were the objectives for chapter 1 clear? Why or why not?
2. Did the quotes from research help you understand the objectives?
3. What activities/materials did you use?
4. Did you use them exactly as given or did you adapt them? How did you adapt them?
5. Did you use the example lesson plan or adapt it? How did you adapt it?
6. How much class time did you use?
7. How did the students participate?
8. In general, what problems did you face? Were you able to overcome them?
9. What suggestions do you have for improving this chapter?

Chapter 2
1. Were the objectives for chapter 2 clear?
2. Did the quotes from research help you understand the objectives?
3. What activities/materials did you use?
4. Did you use them exactly as given or did you adapt them? How did you adapt them?
5. Did you use the example lesson plan or adapt it? How did you adapt it?
6. How much class time did you use?
7. How did the students participate?
8. In general, what problems did you face? Were you able to overcome them?
9. What suggestions do you have for improving this chapter?

Chapter 3
1. Were the objectives for chapter 3 clear?
2. Did the quotes from research help you understand the objectives?
3. What activities/materials did you use?
4. Did you use them exactly as given or did you adapt them? How did you adapt them?
5. Did you use the example lesson plan or adapt it? How did you adapt it?
6. How much class time did you use?
7. How did the students participate?
8. In general, what problems did you face? Were you able to overcome them?
9. What suggestions do you have for improving this chapter?

Chapter 4.1
1. Were the objectives for chapter 4 part 1 clear?

2. Did the quotes from research help you understand the objectives?
3. What activities/materials did you use?
4. Did you use them exactly as given or did you adapt them? How did you adapt them?
5. Did you use the example lesson plan or adapt it? How did you adapt it?
6. How much class time did you use?
7. How did the students participate?
8. In general, what problems did you face? Were you able to overcome them?
9. What suggestions do you have for improving this chapter?

Chapter 4.2
1. Were the objectives for chapter 4 part 2 clear?
2. Did the quotes from research help you understand the objectives?
3. What activities/materials did you use?
4. Did you use them exactly as given or did you adapt them? How did you adapt them?
5. Did you use the example lesson plan or adapt it? How did you adapt it?
6. How much class time did you use?
7. How did the students participate?
8. In general, what problems did you face? Were you able to overcome them?
9. What suggestions do you have for improving this chapter?

Chapter 5
1. Were the objectives for chapter 5 clear?
2. Did the quotes from research help you understand the objectives?
3. What activities/materials did you use?
4. Did you use them exactly as given or did you adapt them? How did you adapt them?
5. Did you use the example lesson plan or adapt it? How did you adapt it?
6. How much class time did you use?
7. How did the students participate?
8. In general, what problems did you face? Were you able to overcome them?
9. What suggestions do you have for improving this chapter?

Chapter 6
1. Were the objectives for chapter 6 clear?
2. Did the quotes from research help you understand the objectives?
3. What activities/materials did you use?
4. Did you use them exactly as given or did you adapt them? How did you adapt them?
5. Did you use the example lesson plan or adapt it? How did you adapt it?
6. How much class time did you use?
7. How did the students participate?
8. In general, what problems did you face? Were you able to overcome them?
9. What suggestions do you have for improving this chapter?

Chapter 7
1. Were the objectives for chapter 7 clear?
2. In general, what problems did you face? Were you able to overcome them?

Chapter 8
1. Were the objectives for chapter 8 clear?
2. Did the quotes from research help you understand the objectives?
3. Did you do this exactly as given or did you adapt it? How did you adapt it?
4. Did you use the example lesson plan or adapt it? How did you adapt it?
5. How much class time did you use?
6. In general, what problems did you face? Were you able to overcome them?

Follow up
Please keep track of what you do to follow up this instruction in your class during the rest of the semester.

Day	Time Spent	Activity	Comments

Appendix A
1. What activities/materials from appendix A did you use?
2. Did you use them exactly as given or did you adapt them? How did you adapt them?
3. In general, what problems did you face? Were you able to overcome them?
4. In general, did this appendix help you as you taught this unit of instruction?

Appendix B
1. What activities/materials from appendix B did you use?
2. Did you use them exactly as given or did you adapt them? How did you adapt them?
3. In general, what problems did you face? Were you able to overcome them?
4. In general, did this appendix help you as you taught this unit of instruction?

Appendix C
1. What activities/materials from appendix c did you use?
2. Did you use them exactly as given or did you adapt them? How did you adapt them?
3. In general, what problems did you face? Were you able to overcome them?
4. In general, did this appendix help you as you taught this unit of instruction?

Appendix D
1. Did appendix D help you as you taught this unit of instruction?

Overall Evaluation
Please answer the following questions about your use of the peer review book this semester. If you want to explain these answers further, feel free to write in space to the right of the question.

1. I was well informed about the objectives of this course. Yes   Somewhat   No
2. I accomplished the objectives of this course.   Yes   Somewhat   No
3. This course lived up to my expectations.   Yes   Somewhat   No
4. The difficulty level of this course is appropriate.   Yes   Somewhat   No
5. I liked being able to use and adapt this as needed.   Yes   Somewhat   No
6. I will be able to use what I learned in this course.   Yes   Somewhat   No
7. I am willing to try this again in my classes.   Yes   Somewhat   No
8. What did you like?
9. How do you feel this effected the students' participation in and use of peer review?
10. How would you improve this course? Please be specific.
11. How would you implement these suggestions?
12. Would you be willing to use these materials again?
13. In the same or a different way?
14. What would you name this book?

Appendix G: Permission Slips

Informed Consent Statement for Exempt Research

This class is participating in a research study being conducted by Alison McMurry to assess the usability and effectiveness of peer review preparation workshops. There are no known risks or benefits to your participation. Involvement in this study is voluntary, and you may refuse to participate. There will be no reference to your identification at any point in the study. If you have questions regarding this study, you may contact Alison McMurry at

alisonmcmurry@byu.edu.

I agree to participate in this study

Signature   **Date**

_____

Permission to use writing samples

I, the undersigned, give permission for Alison Irvine McMurry to use my writing,

including journals and essays, in her Master's project and in future research and

publications.

I grant her all rights to publication of the document(s) for academic use.

I understand the document(s) will be used as if by an anonymous author, using only my

first name and last initial as author identification.

Printed Name _____

Signature _____

Date _____

Appendix H: Individual Teacher's Responses

Mark

I have really been using your stuff this semester and I think it has been great. I am actually using the groups in class that I have set up! We are doing the game everyday and even though we haven't gotten through all of the training stuff yet, I have had the students share their papers with their groups. It has been going really well. I think your book is filled with great ideas.

Ben

Ben used the materials almost always as they were suggested. I felt that they were helpful, but that he needed more experience teaching before he could really understand them and use them to their fullest potential. He is planning to use them again next time he teaches an intermediate or advanced writing class.

Willow

Willow didn't want to read, she just wanted to use the materials. She wanted me to tell her what to use, when to use it, and how to evaluate it. She used the materials exactly as given, but didn't always read and understand the rationale. Within a few weeks, she felt very frustrated with peer review. When I interviewed her, I found that she was not practicing any of the principles from the materials. She was not having her students do peer review for a specific purpose. She gave them no guidelines when they did peer review. They didn't understand the connection between peer review feedback and revising. In general, I feel that she didn't really give the students the preparation and guidance they needed to perform peer review well.

Kiffany

Kiffany tried the preparation materials twice. The first time, she only used rubrics and example essays. She felt that they were helpful and wanted to try the rest of the materials. After the second semester, Kiffany said, "I especially like the information about how to revise the paper. That is what stands out to me most this semester. This is the first time I have taught the students how to revise and how to use peer review comments to help them revise."

"I am doing this part differently than I have in the past. It seems like the students this semester are doing better with organization, so they come to peer review more prepared. They do better with organization. Maybe it is because these lessons have increased their awareness of those issues, and they know their peers will be looking at those things.

"I think my perfectionist students come with a "perfect" first draft. They try to come with everything perfect the first time, so it is hard to say if their drafts get better.

"One student has a hard time with details. He puts too many ideas in one paragraph. The peers do not catch that that is a problem. They see transition words, so they think it is ok. But his group needs to be more aware that that is a problem, and they need to be willing to tell him. For his group, I think they just want to be nice, so maybe they know it is a problem and do not say anything. One member of the group asks me for help with peer review because he recognizes that there is a problem (because it is not clear to understand) and wants my help giving advice. I think maybe both things are problems—knowing about the issue and being willing to talk about the issue.

"I almost wish I could give a grade for peer review. Let me contrast with l/s peer groups. l/s wants to give everyone a perfect score. But in the writing class, they try to be as nice as possible. They are not as harsh as they should be because they do not want to hurt others' feelings.

"I almost wish that I had one big class time to write the first draft and do peer review in class. It would help them understand how to write drafts and how to do peer review.

"I have used rubrics and the textbook's specific peer review questions for each assignment. Right now we are doing a problem-solution, and the book has a questionnaire for peer review. I always give them guidelines on paper to follow—questions of rubrics. Now, every time I give them guidelines for peer review, I also give them something to make a plan to use the peer review to revise.

"One thing I have never done (maybe too difficult of stepping out of my box) is the group game. I should do something to build group rapport. They do other things as a group, but I think the game would be a good thing to do. It seems like a good idea.

"The pacing of the materials seemed a little slow—it is good. But I wouldn't want to drag it out any longer than about one week.

"One thing I think would be interesting to do is do peer review at home. But I would worry that they wouldn't do it. Maybe they would be more serious if it were a homework assignment.

"I thought the materials were very adaptable—I could pick and choose and adapt to fit my class' needs. I used the appendices the most. I adapted the activities and lesson plans to what I needed/wanted to do.

"I am pleased with it, but I am not really critical of myself because it is my last semester. I am not going to be here to use this again next semester, so I am not really evaluating it very much.

"Last semester I used the rubrics for level 4 class (points) I haven't used points because they aren't grading each other. So I feel like peer review has been better this semester than in the past. They are responding as readers.

"On a scale of 1 to 5, I rate this basically a 5, I guess. Maybe a 4. Between 4 and 5. The ideas are good, but the teaching and application are not perfect. I feel like it definitely improves the students' feeling of accomplishment, quality of peer review, and for some it has improved the quality of writing. They are less depended on me, but the perfectionist ones are more dependent. They need to learn how to self monitor.

"Well, it would be nice (maybe not possible) to see what other teachers have done and to see how they have adapted it, i.e. Rubrics and activities.

"I was fine with it. I think the idea (not exactly everything in the materials) they should use peer review, and they need training. If it doesn't fit their teaching style, they can use the idea. Even though I didn't use the calendar exactly as given, I followed the general guidelines. Good to start out in the beginning with guidelines and some structure. Good to have structure to see direction and how it fits together. I could do that with out the rigid structure. Maybe change it so it has less structure, and only the calendar as an example, but do not set it up like this is THE way to do it."

Appendix I: Student Questionnaire

Please answer the following questions. Give your opinion about peer review (when your classmates give advice about your essays).

1. How nice are the classmates who review your essays?

      a. not nice at all

      b. a little nice

      c. nice

      d. very nice

2. How helpful are the classmates who review your essays?

      a. not helpful at all

      b. a little helpful

      c. helpful

      d. very helpful

3. How useful was the advice you have received from your classmates?

      a. not useful at all

      b. a little useful

      c. useful

      d. very useful

4. How easy is it to use the advice from your classmates to revise your essays?

      a. not easy at all

      b. a little easy

      c. easy

      d. very easy

Appendix J: Individual Student Responses

From Summer 2003.

Suzy, Brazil. Well, I liked some times. Just because the advice that I got from my classmates were almost the time wrong. I do not know but I think everybody were in the same level and in the beginning we didn't know very well the writing process. I think in the end of the semester we did a good peer groups, because we learned during the semester. I think peer groups are good, but just when the class really understand the writing process. So if you think the class understand the writing process, you must do it! One thing that helped me a lot, it was when everybody read my paper and asked me question. So I could figure out what information the people (audience/reader) want to know. But I think is good when we do not know the subject and ask question before read too. Because you will know exactly what questions make the reader be interesting in reading your paper.

Mario, Mexico. I really liked the people that I worked with in class. I feel like they helped me write better papers. They were my friends. I think all this because during this time, I had the opportunity to learn about different cultures and different people from around the world. And when we needed work together, we had the pleasure to enjoy all this time.

From Fall 2003

Gavin, Korea. in my opinion, peer review was not so useful. because sometime it was hard to fix class mate's essay. actually, I confused a lot what they wanted to say. and we insisted that our essay wanted to be fixed by our teacher usually. so I think teacher review was more useful for us. The best thing, I think, about the peer review was what it

gave more objective opinion to my essay. I could easily find some problems of my essay through the process because their opinions were almost same. However, the peer review was not so much helpful for writing in my case. The reasons are students didn't have enough time to review their mates' essay. Many students hardly did their best.

Hyun Ju, Korea. This is when I had to peer review about the health. I had the good experience through the peer review. I could find out my essay problem. First I had to think about audience—was it available or not. And also purpose—was it match my topic sentence. About the body—I need to apply for the time order. Through these experienced, I learned a lot.

Andy, Taiwan. I think the peer group is helpful. I think it doesn't matter they are friends or not, the important thing is they can give me different way to rethink this topic. It depends. If I had time to go though again what they think of my paper I think I will write a better essay.....but if not, it won't be a better essay. In addition, the peer group write more opinion as they can, it can help the other peer most.

Casey, Taiwan. I think the peer groups are good. In some way, they really helped me to improve my essay and gave me good advises. However, I didn't get good suggestions sometimes, they just said "I think this essay is good!" So I think the peer groups are good or not depends on who give you advises.

Carlos, Ecuador. For me work in peer group was very fun, they help me to have a lot of motivation. The peer group help to break the ice, help they to be more friendly and happy. oh! my people in my group was my good friends, was very fun work together. About my essay was different, only we asked question in suggestion, in we did the rest it. About the essay, the group help to give the vision, and also to see was wrong in our

essay, if this student they do not like this way to learn they have problem, they have to be more humble. OH! my class was student good writers, was good for me because I learn a lot from them. Alison tell you class they have to be more humble.

Mickey, Korea. Peer group was so nice.... We saw other students essay. We learned from our class mates. It was good experience.... Have a nice day..!!

Luana, Italy. The peer review always helps me a lot. I didn't get the chance to see what my classmates suggested me to do ....but I think it will be helpful when I will be fixing the paper. Thanks.

Sodoo, Mongolia. It helped me a lot. But Sister. McMurry, how about if each peer groups has 2 students. So then these 2 have a lot of time to talk about their writings. Second, I found out what I need to delete, add, fix, and change. Third, I felt they are my friends because I chose them. Love, Sodoo.

Brian, Mongolia. I think about peer groups were helped me a lot. Because for that was a great unity and also students could be able to ask each other the questions. The important thing is students can help each other. I remember that one day group discussed and gave me a good feedback that helped me a lot, because of that I can be able to fix my essay better. I hope it will help you. Good luck with everything I know you are the great teacher. I wish you the best.

Sandra, Mexico. Your classes helped me a lot and I want to thank you so much. you are a great teacher and yeah the peer review we did in class was a lot of help. I like it when my group revised it help me a lot .I got to go but thanks once again you were my favorite teacher at the elc and I do miss your classes you a wonderful and thank you for your classes now that I have papers to write is had been of much help. Sincerely, Sandra

Choon, Korea. I would like to recommend that peer groups review is just one time is sufficient because most student could understand after your lesson about writing skills. Through the peer review, I learned what I didn't catch the my essay problem. I think peer review should be after second draft or third draft(before final draft) is best, because of most student didn't prepared for the peer review at the first draft. Thank You.

Jay, Korea. I thought about your question seriously. Frankly, at first time, I had a wondering, is it helpful for me or not? because my classmates are in same level. 1000 ants can't kill only one elephant. I just needed a good writer as a tutor only for me. but gradually my thought was changing. when my classmate told me about my essay. if they told me about strength, I was happy! in other hand, if they told me about my faults and defects, I thought I need a more practice. I didn't find my faults, but they can find! they are better than me. and I could ask help to them. then, they helped me kindly. but when beginning the class, we didn't know well each other. in my case, the last semester is first time to me in America. so I was so~ nervous. after u made a team with 3 people, I became to like my team and later I had a interest of other friends. at first, to read other's essay and to be read my essay is so strange and it was bothered me BUT! finally that method is so helpful to me. I liked your GAME! especially when I writed a 30 min essay, I could finish on time. and I could make a good relationship with my team! u have taught me writing though, my writing is still bad. I need a lot of practices and experiences. I will try do practice to be a good writer. I am always thankful for you.

Wei, China. I liked the last semester that we had wonderful time. I felt the peer group is good. It helped us to know each other and be friend, and made us more close. When we read each other's essays that we learned more about opinions. So I think it's

good. I like it. OK, have fun this semester.

Sanmir, Mexico. About your question, I think that peer review helped me, but no too much, because some times we just tried to find any simple problem and that was all!! Bye!! Have a nice weekend!!

Hana, Korea. I think, the peer groups work is really helpful and useful to me. sometimes, I forgot some organization or theses statements. so, when my group see my essay, they told me. what I forget. it's like remembering. and I feel like the people in my group are my friends. exception, when they told me, like I have conclusion but they said you do not have it. it make me upset.. but it's ok. I think ELC teacher always told to students "good job". and I asked another native person , they told me "you have to fix it" something like that. if teacher just told us , good job. it's not helpful. but the peer groups people told me. what I have to fix it. so I can fix some of my essay. they like my teachers. teacher can't fix everybody's essay seriously. but my peer groups can read seriously. hum... it's my opinion. I hope, my e-mail give to you help. have good week.

Ben, Mexico. Well, what I think about the Peer Review is that it's a really helpfull method, because you can get opinions, comments, and that can help you to develop in a more specific and understandable way your essay, also I think that when you are open to new comments and opinions it is much better, because you can change your prospective or the way you want it to be directed.

I liked the people that worked with me , because even though they weren't the best in the class , their opinion was really helpful. They told me what was hard to understand , and what didn't make sense. Also the best thing was that they were sincere and not hypocrite. I thing that their opinion influenced my essays in a good way, because

there were many times when I didn't know how to express what I wanted to write and they gave me ideas. Of course it wasn't like that allways, because you can get comments or suggestions that either you do not understand what they were trying to say or if they wrote that because they are your friends and they wanted you to feel good.

I thing that they really were my friends, because as a group we tried to do our best and we tried to give constructive commentes, not useless comments. Also during the semester we could click and that helped us build a better relationship. Well, in conclusion I think that I had a good and learning experience, that now helps me to do better in college.......also I can see my improvement in my writing, and the best of all is that I learned know how to advise and give useful comments about essays....

From Winter 2004

Roccita, Taiwan. I think people work together are not too good for me , because they seldom to talk to and their pronunciation is hard to understand. I like them because they are friendly. Have a nice weekend, I'll miss you. Thanks a lit.

Grace, Taiwan. First, I like the people that I worked with, through some group activity I will know them more and more, also this is a good chance to learn how to work with your teammates.

Seconed, I do feel like the people I worked with in class helped me write better papers, because I accepted different ideas and a lot information they gave me..such like when I wrote my Science paper, I do not have any idea for my topic but after I talked to them, I got some information from them and I can decided what will be a interesting topic that people like to read or what is the most importment thing they want to know ...for sure the work with the group is the best way to get your ideas for the papers. Third,

I do feel like the people in my group were my friends, because I know them more and more.. I have more time to talk to them. we can share our idea each other. like my teammates Emi and Groge and Nancy ..we are good friend now

Ghassan, Syria. Of course I liked working with my group in class, they were my classmates, on other hand they were not my friends because I met them just in class. In my opinion I could not help them to write better and ether they did . My first group was better. My second group had problem with absent (Emi&Ogi). Finally I think many of us did not waste time in your class. You are a very good teacher, keep going, I would love to see you a professional …professional…professional.

Appendix K: Email from Suzy

Hello again, teacher.

The bigest problem is that she is trying to do the peer rewiew with a class that do not know very well the writing process. I really do not know if I am wrong or not, but it would be easier if she could explain in class a litter bit about the writing process.I just know that becouse I was ELC's student and I already had this class before. Anyway..I am just saying that becouse some of my classmates are calling me saying that they hate the teacher and this peer reviw is stupid Which I completely desagree with.

I already had a fight in my class with some classemates. My teacher asked me to read some papers. I tried to be very careful about giving my point of view. I remember that you said in class to use words like: how about..., make sure you..., I really like that... I tried to be polite, but did not work at all. Some students got mad at me. The fact that they are living here (US) long the I made them think I do not know enough. Most of my classmates live here for about 3,4,5,6... years. Anyway, this peer review is causing me a lot of trouble.

Thanks a lot.

Suzy
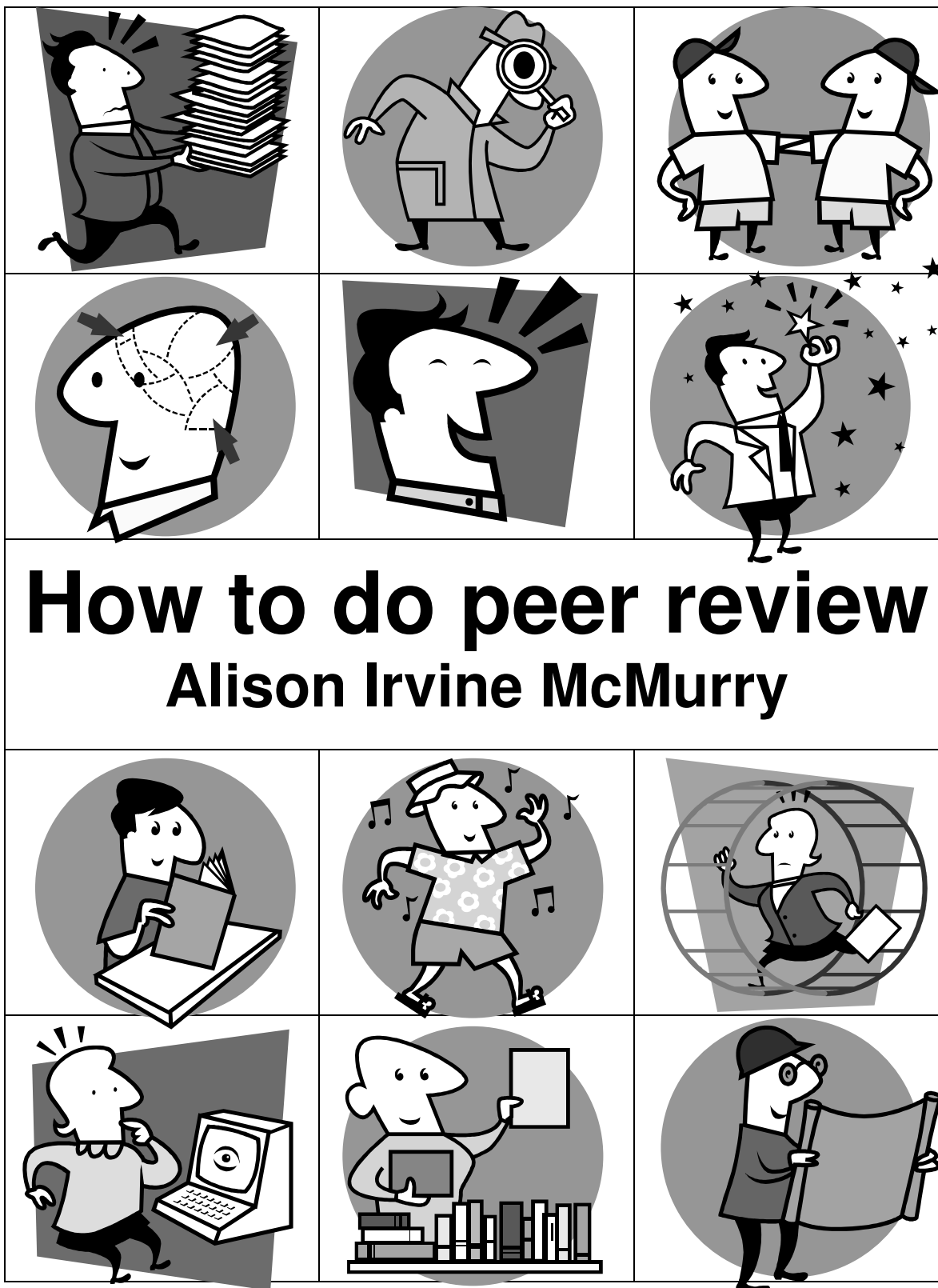
How to do peer review
Alison Irvine McMurry

How to do peer review

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All essays designated with only the first name and last initial (i.e. Alison M.) are used with signed consent of the student authors.

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How to do peer review
Table of Contents

Introduction

Foreword

Peer review at the English Language Center

Many teachers use peer review. At the English Language Center (ELC), 20 writing teachers were surveyed about their use of peer review, and 19 use it regularly in their classes. They think that peer review of student writing is moderately to extremely useful and highly beneficial in a number of areas. However, many of the teachers are not fully satisfied with the use of peer review. Many teachers use it, but feel that it is not as effective as it could be.

Only one teacher of those surveyed does not use peer review. This teacher said, "I haven't done it yet because the training to get me ready for [it] is taking way, way, way too much time. I don't want to do it if it isn't done right!"

Preparing students for peer review

Research suggests that training, or preparation, is very important to the effectiveness and success of peer review. The teachers at the ELC seem to know this; all of them indicated that the amount and type of preparation done in class can influence the effectiveness of peer review. However, it seems that the teachers don't quite know what and how to prepare. When asked about peer review preparation in the classroom, one teacher said, "I am having a hard time with this!" while another said that getting more help and information about preparing for peer review, "…is necessary, I think!" Furthermore, all of the teachers reported that they want or need more information and materials about preparing their students for peer review.

Helping teachers help themselves

Mark Wolfersberger, Writing Skill Area Supervisor at the ELC, said, "I think if you provide the teachers with quality information, they can make an informed decision about what, how, and how much time to spend on training" (2003).

This guidebook hopes to answer the questions, including what, how, how much time. It also aims to help teachers find out how to prepare students for peer review and how to do it right.

Objectives

The terminal objective is to prepare students to perform more effective peer review. This can be achieved through the following:

- Creating a comfortable classroom environment
- Building social skills
- Increasing learner autonomy
- Building critical reading and writing skills
- Teaching appropriate language (negotiation) skills for peer review
- Modeling and practicing effective peer review
- Teaching good revision strategies
- Explaining how peer review can help with revision.
- Evaluating progress and setting long term performance goals
- Reviewing skills as needed during the semester

How to use this guidebook

These materials are based on a methodology called cognitive apprenticeship. Collins, Brown, and Holum (1991) explain that the in a cognitive apprenticeship, the teacher's goal is to help the students understand and utilize the thinking processes involved in a learning activity, primarily the cognitive processes used by experts within the field. This is accomplished through methods such as modeling, scaffolding, reflection, sequencing global skills before local skills, increasing complexity and diversity of tasks, and cooperative learning. For a more complete explanation of these methods, see appendix D.

This book contains a series of mini-lessons designed to be integrated into the normal semester curriculum. The book consists of two units. The first unit includes the five (5) mini-lessons, which are arranged by topic with increasing complexity. The second unit includes criteria and methodology for evaluating students' performance of peer review.

The instruction is most effective if all the mini-lessons are taught and in the correct order because of their increasing complexity and sequencing global skills before local ones. They should also be taught as an integral part of the curriculum.

Each chapter has three sections: objectives and suggested procedure, activities and materials, and lesson plans.

Suggested course calendar

Calendars are given for four day work week and five day work week. The lesson plans in this book are based on a four day school week.

For a four day school week:

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

For a five day school week:

Monday	Tuesday	Wednesday	Thursday	Friday
Day One Chapter 1: Knowing each other— Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 2 continued: Knowing what to look for	*Day Five* Chapter 3: Knowing why to give advice
Day Six Chapter 4 : Knowing how to give advice Part one	*Day Seven* Chapter 4 : continued Knowing how to give advice Part one	*Day Eight* Chapter 4: Knowing how to give advice Part two	*Day Nine* Chapter 5: Knowing how to use advice	*Day Ten* Chapter 5: Knowing how to use advice
Day Eleven Chapter 6: Practicing everything	*Day Twelve* Chapter 6: Practicing everything	*Day Thirteen* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8
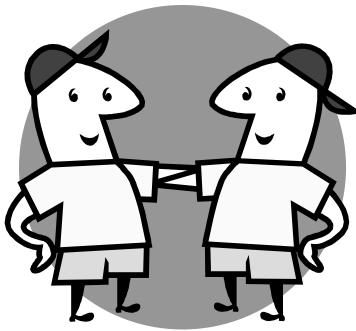
Chapter 1
Knowing each other:
Teamwork Building

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Goal & Objectives

The goal is to create a comfortable classroom environment conducive to active student learning and effective peer review. Students must feel safe before they can learn.

To accomplish this, the teacher should help students

- Get to know and trust each other
- Build social skills, especially among cultures
- Increase learning autonomy

Experts' Advice

Berg (1999a)

"Create a comfortable classroom atmosphere that promotes trust among students by conducting a number of in- and out-of-class, get-to-know-you activities. My own experience has shown that the better students get to know each other, the more comfortable they will feel working together" (p.21).

Liu and Hansen (2002)

"Forming groups is not stress free. Multiple tensions exist between individual autonomy and fusion with the group…A group needs to be able to establish patterns that it feels comfortable with, and this pattern needs to be visible" (p. 66-69).

Nelson and Murphy (1992)

"…an unsupportive social climate…can lead to defensiveness or withdrawal." Students need to "establish trust and commitment, to develop collaborative skills for critiquing drafts in a way that is not negative, and to learn needed social and listening skills."

In addition, "…shift[ing] group membership periodically to mix the composition of groups. Shifting group membership may discourage the development of negative roles in one group because individuals will be working with…a variety of classmates over time" (p. 188-189).

Suggested Procedure

There are four steps to the procedure, which are listed below. Choose from the activities and materials included on the following pages to help implement this procedure.

Step One: Play "get-to-know-you" games, and orient the students to group work.

- Activity A: Question & Answer
- Activity B: Interests survey
- Activity C: Storytelling

Step Two: Get student input for creating groups and form "long-term" peer groups of students who work well together.

- Activity D: Lookout
- Activity E: Group requests
- Activity F: Forming groups

Step Three: Help build unity, cooperation, and rapport within peer groups through team-building activities.
- Activity G: Group name, roles, & poster

Step Four: Continue to build rapport through daily games and team activities.

- Activity H: The daily warm-up game

Activity A: Question & Answer
Adapted from Broderick (2002).

Objectives
The goals are to learn about each other and have fun. In addition, the teacher can begin noticing who might work well together in long term peer groups, as well as assessing listening/speaking competency.

Preparation before class
Copy the questions onto many different colors of paper. Cut the papers into question strips. Put the strips in a bag, box, or basket.

In class
Put the students into groups. Give each group a bag of questions. They should take turns drawing a question and answering it.

Time
15 minutes

Evaluation
Each student must tell one thing he or she learned about the people in the group. They demonstrate that they learned something and everyone gets to know something about everyone.

Time
5 to 10 minutes

Questions

1. Are you married? If so, do you have children?

2. What is your favorite sport?

3. Explain one of your hobbies.

4. Have you ever served in the military? What did you do?

5. What do you like best/least about this city?

6. Tell about your country.

7. What do you want to do most while you are in the United States?

8. What is your favorite food or restaurant?

9. Tell about your favorite vacation.

10. Do you play a musical instrument?

11. What do you like to do on the weekends?

12. Do you like any American foods? If so, what do you like?

13. Do you do martial arts, like karate, kung-fu, and tae-kwon-do?

14. What is your favorite book, and why?

15. How do you celebrate birthdays in your country?

16. Do you work now? Where do you work?

17. Who do you like better: Han Solo or Indiana Jones?

18. What did you do last semester?

19. What is your favorite movie, and why do you like it?

20. What are you going to do next semester?

21. Do you have a career already? What is it? If not, what do you want to do?

22. Why are you studying English?

23. Who is your favorite actor/actress, and why?

24. What is your favorite animal?

Activity B: Interests Survey
Adapted from Klippel (1984).

Objectives
The goals are to learn about each other and have fun. In addition, the teacher can begin noticing who might work well together in long term peer groups, and assessing reading/writing competency.

Preparation before class
Familiarize yourself with the activity sheet. Make enough copies of it for your class.

In class
Give the students about 5 to 7 minutes to fill in the worksheet. Then give them another 5 minutes to compare their answers with a partner or small group.

Time
10 to 15 minutes

Evaluation
Have students report which answers were the same and different. Then collect the worksheets. Use the answers from questions to better understand the students' needs and expectations.

Time
3 to 5 minutes

Interests Survey

Read all the questions and answers carefully. Circle your favorite activity. For example:

Which homework activity do you like best?
> a. Reading
> b. Writing
> c. Listening
> d. Speaking
> e. Grammar

Survey Questions

1. What would you like to do tonight?
> a. Go to the movies
> b. Play a game with your friends
> c. Go out to dinner
> d. Do homework
> e. Go to bed early—at 8:00

2. How do you study the best?
> a. By reading out loud
> b. Doing the same thing over and over
> c. Talking with someone else
> d. Taking a lot of notes
> e. Listening to music while you study

3. How would you spend a million dollars?
> a. Traveling
> b. Save it or invest it
> c. House, cars, clothes
> d. Donate it to charity
> e. Pay off your debts

4. What is the quality your friends like most about you?
> a. Honesty
> b. Cheerfulness
> c. Reliability
> d. Generosity
> e. Willingness to listen and help

5. What you would like to study?
> a. Art
> b. Math
> c. Science
> d. Philosophy
> e. Literature

6. What makes you the most nervous?
> a. Getting praise in front of others
> b. Being in a large crowd
> c. Meeting a boy (girl) friend's family for the first time
> d. People laughing at you
> e. Seeing someone cry

After you finish, compare your answers with your group members.
- What do you all have in common?
- What do you all have different?
- What have you learned about each other?

Activity C: Storytelling

Adapted from Thornley-Brown (2000) from the Spice of the Month virtual newsletter. (c) The Training Oasis, Inc, 2000. Used with permission. http://www3.sympatico.ca/ thetrainingoasis/mayspice.htm.
(905) 887-5224.

Objectives
The goals are to learn about each other, realize there is a support group for their culture shock problems, and have fun. In addition, the teacher can begin noticing who might work well together in long term peer groups, as well as assessing writing, listening, and speaking competency.

Preparation before class
Prepare several colorful but unfinished posters. There should be four to eight posters per class. Each poster should have a heading, either "horror story" or "success story," and a subheading that identifies an area that could increase culture shock (such as buying groceries, riding the bus, or living with roommates). Take the unfinished posters and some markers to class.

In class
Divide the class into pairs, or small groups. Give each a topic. Ask participants to identify horror (or success) stories from their experiences in the United States on their topics. (You may need to define horror and success.)

First, they should tell each other about their experiences. Then they must create a group story, **combining their experiences into one story.**
Then give each group their poster and some markers. On the poster, they must:
- write an amusing title for the story
- list 2- 4 short details in the story
- draw an illustration.

Time
15 to 20 minutes

Evaluation
Each group must present their poster and tell their story to the class (3 to 5 minutes each).

Time
15 to 25 minutes

Example Posters

Success Story Living with roommates	**Horror Story** Living with roommates

Activity D: Lookout

Objectives
The goal is to observe which students work well together in the hopes of forming good long term peer groups.

Preparation before class
Use notecards to keep notes about each student, one student per card. Either have the students write personal information on the cards, or write information as you observe the students through the various first day activities. When it is time to form groups, use the cards as "placeholders" to guide decision making.

In class
During the first day, or few days, observe the students carefully. Who gets along well, who doesn't get along, and who gets along too well? Start planning who should be together in the peer groups, and who should be separated.

Evaluation
There is no immediate form of evaluation. This phase is evaluated after you form the long-term peer evaluation groups and they have been working together for a while. When all is said and done, do the group members work well together?

Activity E: Group Requests: Student Input

Objectives
The goal is to form good long-term peer evaluation groups where the students feel comfortable. These groups often work best when the students feel like they have an investment in the group. Therefore, it can be helpful to ask for student input before forming the groups.

Preparation before class
Either make a group request form for each student, or know what you want them to write on their own piece of paper.

In class
Have the students write the names of two people they want to work with, and the name of one person they don't want to work with. They can write "I don't know" or "I don't care." Make sure they know that they will be in the group for at least one month before changing to new groups.

Evaluation
There is no immediate form of evaluation. This phase is evaluated after you form the long-term peer evaluation groups and they have been working together for a while.

Activity F: Forming Peer Groups

Objectives
The goal is to form good long-term peer review groups where the students feel comfortable.

Preparation before class
It works well to plan the groups before class. Form the groups using your observations and students' suggestions (optional) from activity E. It is possible to get student suggestions and form groups during class on the same day if desired.

Advice for forming groups

Number of group members
The magic number is often three—if there are only two people in the groups, they are too small. Groups with four people are ok, but they often pair off and become groups of two within a group of four. However, in a group of three, the students have to interact a lot. In the end, they work together much better.

Dangers of groups of friends
It is a good idea to separate friends who talk a lot during class. It is ok to put friends together as long as they can work and be respectful. Definitely separate people who don't like each other.

Ethnicity and gender and marital status of group members
It is good to separate native language groups as much as possible.

Often males only want to be with males. Sometimes, at least at the beginning of the semester, it is ok honor that request if you want. (By the middle of the semester, the students should be able to work with the opposite gender). If a student seems to be overly flirtatious, you may want to keep him/her only with his/her own gender.

Often people who are married and have children like being with their peers—literally.

In class
(Optional) At the beginning of class, do activity E and get the students' input. Then have the students do an activity while you look at their requests. You can alter your plans if you wish, based on the group requests.

Give the students their group assignments, and have them move to sit with their new group.

Time
5 to 20 minutes

Evaluation

Sometimes students act excited or upset when they find out their group assignment, but usually the complaints soon blow over. Evaluate the groups over time: do the group members work well together?

New groups

After 4 to six weeks, do the whole process over again and change groups. Some groups may ask to stay together, and you could let them if you wish.

Activity G: Group Names, Roles, Posters

Objectives

The goal is to help build unity, cooperation, and rapport within peer groups through team-building activities.

Preparation before class

Bring poster paper and markers.

In class

These activities should be accomplished in a short amount of time for a good reason. Some of these decisions are hard for students to make. It doesn't matter how long a time they talk, they still won't decide until the last second. So don't waste time. Also, some students are competitive, and will become more argumentative with more time. The shorter the time, the more the real leadership qualities will emerge.

- *First*, give the group members five minutes to come up with a group name.

- *Second*, give them five minutes to elect a group leader. Explain that the leader needs to be someone who can include everyone and help all the member of the group participate in activities. Some groups will have problems; you may have to give them some democratic options, like elections, secret ballot voting, or paper, rock, scissors. After five minutes, find out who the leaders are.

- *Third*, give the groups another five minutes to establish other group roles, such as speaker, vice president, or secretary. Make sure you define the responsibilities for each role. The leader could appoint members to fill the roles, they could volunteer, or they could vote. After five minutes, make sure each group member knows his/her role and responsibilities.

- *Fourth*, give the groups paper (or poster board) and markers. Give them 10 to 15 minutes to make a group poster. The poster must include their group name, the names of the group members, and a picture or symbol that represents their group.

When time is up, each group must present their poster to the class, explain why they chose the name, and explain the picture or symbol.

Put the posters on display in the classroom

Time
25 to 30 minutes

Evaluation
Throughout the semester, hold them accountable for their group roles. As you play games and do other activities, make sure have things for the leaders to lead, for the speakers to speak, and so forth.

Activity H: The Daily Warm Up Game
Adapted from Seay (1987).

Objectives
The goal is to build unity, cooperation, and rapport within peer groups through **daily** team-building activities. Also, this is a great way to teach grammar and peer editing.

Game Rules

- *First*, the students should sit with their groups in class everyday.

- *Second*, when the bell rings to start class, they have **one or two minutes** to write as many correct sentences as possible that follow a certain rule that the teacher dictates, such as the sentence must be SVO, the subject must be a proper noun, the verb must be simple present tense, and the object must be a prepositional phrase, and they must have punctuation.

- *Third*, when time is up, the students trade papers within their groups to correct and tally the total number of correct sentences. They get one point for each correct sentence. The teacher should monitor the groups to make sure they don't accidentally forget what a correct sentence is. Have them explain to their teammates why the wrong sentences are wrong. This process should take **two to three minutes**.

- *Fourth*, the teacher collects the group totals for the day and adds them to the running totals.

- *Fifth*, the teacher explains the rules for the game for the next day, and models examples on the board. This explanation usually takes **five to ten minutes**.

Time
10 to 15 minutes at the beginning of class every day

Preparation before class
Choose the rule for what the students will write for the game. (See below). Start out with easy rules. As the semester progresses, change only one thing at a time. Sometimes the class might spend several days repeating the same rule, and sometimes the rules might change frequently, depending on how quickly the students understand and perform the assigned task.

Getting started (the first day)
First, explain how to play the game. Then explain the first rule. Model correct sentences on the board. Have the students practice the game two or three times. Then explain how to score the game. Make sure they know what to do when the bell rings the next day. It may help to not only explain and model the game and rule, but the students may need simulated practice: Pretend the bell just rang, starting class, and they have two minutes to write sentences (or word lists) according to the rule.

Adapting to proficiency level

Low levels
Instead of sentences, start out by writing lists of words, like count nouns, non-count nouns, irregular past tense verbs, etc. As the students' vocabulary and capability expands, start writing simple sentences.

Mid levels
Start with simple sentences: Simple verb tenses, simple subjects, etc. ***Gradually*** increase the complexity to compound and complex sentences, phrasal verbs, compound subjects, verbs, and objects, direct and indirect objects, prepositional phrases, and gerunds.

High levels
Start with simple sentences and ***quickly*** increase complexity (see above). In addition, include various clause structures, as well as difficult object forms, verb tenses, and subjects.

Evaluation
If it seems like everyone understood the sentence structure and performed well, move on to the next structure. If the students don't understand, repeat the structure until they do, but probably not more than 4 times or they will get really bored and frustrated.

This is a surprising way to see what groups are working well together and which aren't. Often the first and second pace groups are the ones that work well together, the middle group(s) are ok, and the last place group is the dysfunctional one.

When it is time to change groups, around midsemester, the group with the highest total wins.

Prizes
One option is to give extra credit as prizes. First, divide the running total for each group by the number of group members, finding the average total per person per group. This compensates for uneven numbers of team members. (For example, if the Tigers have 356 points and four people in the group, their average is 89. The Hold-ons have 279 points and three people in the group, and their average is 93. The Hold-ons have more points per person than the Tigers, so they win.) The first place group gets 25 points of extra credit, the second place group gets 20 points, the third place group gets 15 points, and so on.

After Midsemester
Change groups and start the game over with the new groups.

Example Lesson Plans

This procedure is modeled here in a two day plan (pp. 17-18). The first day is spent on the first step of the procedure listed above. The second day is spent on the second and third steps. The fourth step should be achieved through daily or frequent activities throughout the term.

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Day One
Step One: Play "get-to-know-you" games.

Preparation before class

Terminal Objectives
- Create comfortable classroom environment
- Observe who works well together for forming groups later
- Orient the students to group work

Enabling Objectives
- Learn about each other—names, countries, family, etc.
- Do group/pair work
- Change or combine groups/partners at least two times during the class

Activities
- Activity A: Q&A
- Activity B: Interests survey

Materials
- Copies of the worksheets.
- Stuff to introduce yourself to the students, i.e. Pictures or hobbies.

In class

Section of lesson plan	Activity	Time
Warm Up (Daily Routine Activity)	▪ N/A	0 minutes
Announcements	▪ Class name and teacher name	1-2 minutes
Continue (review) previous lesson	▪ N/A	0 minutes
Introduce New lesson	▪ Introduce yourself (teacher) to the students. Show pictures if desired.	5 to 10 minutes
Guided practice	▪ Activity B	15 to 20 minutes
	▪ Activity A	20 to 30 minutes
Evaluation	▪ N/A	0 minutes
Contingency	▪ Play more games or talk more	As needed
Homework	▪ Remember names	
	Total Time	**Approx 65 minutes**

Day Two

Step Two: Get student input for creating groups and form "long-term" peer groups of students who work well together, and Step Three: Help build unity, cooperation, and rapport within peer groups through team-building activities.

Preparation before class

Terminal Objectives
- Form functional peer groups
- Build team identity and unity

Enabling Objectives
- Get student input for forming groups
- Form groups
- Teams will choose team names, leaders, and participate in teamwork building activities.

Activities
- Activity E: Group request form
- Activity A: Question & Answer—Modified
- Activity F: Forming peer groups
- Activity G: Group name, roles, & poster
- Activity H: Daily warm-up game

Materials
- Poster paper
- Markers
- Questions for Activity A

In class

Section of lesson plan	Activity	Time
Warm Up (Daily Routine Activity)	▪ N/A	0 minutes
Announcements	▪ N/A	0 minutes
Continue (review) previous lesson	▪ N/A	0 minutes
Introduce New lesson	▪ Activity E	5 minutes
Activity	▪ Students do activity A—without the evaluation section of the activity. ▪ Teacher does Activity F (form the peer groups)	10 minutes
	▪ Activity F—assign	5 minutes

	them to their groups	
Guided practice	▪ Activity G	30 minutes
Introduce Game	▪ Explain and practice Activity H	15 minutes
Evaluation	▪ N/A	0 minutes
Contingency	▪ Play more games or talk more	As needed
Homework	▪ Remember names	
	Total Time	**Approx 65 minutes**
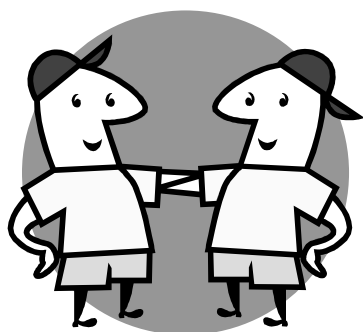
Chapter 1 Review

- *"…the better students get to know each other, the more comfortable they will feel working together."*

- *"…groups often work best when the students feel like they have an investment in the group."*

- *Build "rapport within peer groups…" and "teach grammar and peer editing" without overemphasizing grammar and editing.*

Chapter 2
Knowing *what* to look for

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Goal & Objectives

The goal is to build critical reading and writing skills to enable students to evaluate essays—both their own and others. To accomplish this, the teacher should help students
- Understand paragraph structure
- Understand paper structure

Experts' Advice

Flynn (1982)

Students abilities to evaluate critically and well would improve if they were taught the rhetorical structures and genres used in essays.

Chenoweth (1987)

Because unskilled ESL writers see revision as error correction, they need to be taught **how** to focus on revising global issues of their writing.

Stanley (1992)

"Students who **received coaching** [looked] at each other's writing more closely and [offered] the writers more specific guidelines for revision" (p. 91).

Suggested Procedure

There are three steps to the procedure, which are listed below. Choose from the activities and materials included on the following pages to help implement this procedure. **Essays that could be used in these activities are included in appendix B.**

Step One: Teach main idea and detail to provide sufficient scaffolding for the students to learn how to write and evaluate essays in English. This also helps build knowledge about global issues of writing before teaching local ones.

- Activity I: Main idea & Detail

Step Two: Teach paper and paragraph organization (structure). Begin increasing the complexity of the information as well as modeling how good essays should be organized.

- Activity J: Papers & paragraphs

Step Three: Evaluate essays. Identify parts of the essays. Evaluate the examples to find problems. Model how to fix errors in organization.

- Activity K: Evaluating and problem solving

Activity I: Main Idea & Detail

Objectives
The goal is to understand the basic building blocks of essay organization.

Preparation before class
Select some essays from appendix B.

In class
First, explain that the main idea is what the whole thing is about, and the details are specific pieces of information that explain more about the main idea.

Second, illustrate this concept in an abstract example, such as a drawing or flowchart. The main idea is a point at the top, and the details are multiple lines connected to the main idea hanging below it.

Time
5 to 10 minutes

Third, use one paragraph or essay to model this concept.

Time
5 to 10 minutes

Evaluation

Give the students one more essay (an easy one!) and have them evaluate it on their own.

Time
5 to 10 minutes

Activity J: Papers & Paragraphs

Objectives
The goal is to help students recognize main ideas and details in essays.
Students should be able to identify parts of an essay.

Preparation before class
Copy the handout, if desired.

In class
Use the previous activity as scaffolding to teach the students about essays and paragraph organization. Use the essays from the previous activity to bridge the gap.

First, teach and show the students that the main idea of the essay is the thesis statement and the details of an essay are in the body paragraphs.

Second, teach the students about paragraphs: The main idea is the topic sentence and the details are the rest of the sentences in the body paragraphs.

Third, go over the handout, if desired.

Time
5 to 10 minutes

Handout

> ### *The Essay*
>
> *Introduction*
> - Ideas go from general to specific
> - No details
> - Thesis Statement (main idea of the paper)

Topic Sentence (main idea of the paragraph) *Details* ▪ **Detail 1** You might have more ▪ **Detail 2** than three details. ▪ **Detail 3** *Conclusion sentence*

Topic Sentence (main idea of the paragraph) *Details* ▪ **Detail 1** You might have more ▪ **Detail 2** than three details. ▪ **Detail 3** *Conclusion sentence*

Evaluation

Have the students reexamine the previous essays and label the parts of the essays and paragraphs.

Time

5 to 10 minutes

Activity K: Evaluating and Problem Solving

Objectives
The goal is to begin practicing for peer review. This is accomplished by evaluating essays, and fixing problems with the organization. Try to get the students to look closely at the global structural errors and help them to begin to give specific suggestions for revising an essay's structure.

Preparation before class
Obtain and copy at least four essays; two examples are given here, and more are included in appendix B. Decide how the students are going to do this activity. They could underline and label the parts, fill in a chart, or cut up the essays.

Example essay 1

<p align="center">An Unforgettable Travel Experience
(Sokmen andMackey, 1998, p. 30).</p>

[1] My trip to the United States was a terrible experience, one that I will never forget! My first problem was the food on the airplane. I am a vegetarian, and there was almost nothing for me to eat for almost twenty-four hours. I didn't realize that you could order special meals in advance for an airplane trip.

[2] I had arranged everything through a travel agent in my country. Unfortunately, I only told the travel agent, "I'm going to the University of Washington." She didn't know much about the United States. I was supposed to go to Seattle, Washington. Instead, I arrived in Washington, D.C. Can you imagine how I felt?

[3] The next day I was able to fly to Seattle. However, I had to change planes in Chicago, and my suitcases didn't arrive in Seattle on my plane. As a result, I had no extra clothes and no toothbrush for the first days!

[4] I went to the hotel where I had reservations, but there was no longer a room for me because I was a day late. When I called the university, I started crying. I felt like going back home!

Answer Key
First, identify and evaluate the paragraphs. The essay currently has only body paragraphs. The introduction is one sentence that was tacked on to the first body paragraph. The conclusion is only two sentences that were tacked on to the last body paragraph. Separate the essay into the correct paragraphs; there are [6] of them.

Second, identify and evaluate the thesis statement, topic sentences, and details. There is a good thesis statement in the introduction (in fact, that is all

there is!) Paragraphs [3], [4], and [5] need topic sentences similar to paragraph [2]. For example, "My second problem was the ignorant travel agent that helped me," or, "My third problem was loosing my baggage." The details are fairly good. The conclusion needs a revised thesis statement.

Third, evaluate the length of the paragraphs. Paragraphs [1], [2], [4], [5], and [6] need more information. Ask the students to supply details that would complete the paragraphs appropriately.

Here is the revised essay:
[1] I have taken many vacations in my life. I have traveled by car and by airplane. But my trip to the United States was a terrible experience, one that I will never forget! It was really terrible!

[2] My first problem was the food on the airplane. I am a vegetarian, and there was almost nothing for me to eat for almost twenty-four hours. I didn't realize that you could order special meals in advance for an airplane trip. So I arrived in the United States very hungry.

[3] My second problem was the ignorant travel agent that helped me. I had arranged everything through a travel agent in my country. Unfortunately, I only told the travel agent, "I'm going to the University of Washington." She didn't know much about the United States. I was supposed to go to Seattle, Washington. Instead, I arrived in Washington, D.C. Can you imagine how I felt?

[4] My third problem was loosing my baggage. The next day I was able to fly to Seattle. However, I had to change planes in Chicago, and my suitcases didn't arrive in Seattle on my plane. As a result, I had no extra clothes and no toothbrush for the first days! Now I was not only irritated, I was stinky.

[5] The last problem was with my hotel. I went to the hotel where I had reservations, but there was no longer a room for me because I was a day late. Now, on top of everything, I had nowhere to stay.

[6] When I called the university, I started crying. I felt like going back home! This was definitely an unforgettable experience.

Example essay 2

Nonverbal Communication
(Sokmen and Mackey, 1998, p. 41).

[1] People talk a lot, but about 60 percent of all our communication is nonverbal (without words). There are about 700,000 ways to communicate nonverbally. For about a third of those ways we use our faces. Our eyes, eyebrows, noses, mouths, and eyelids can say a lot. We also use at least 5,000

hand gestures. The third way we communicate nonverbally is through body movement-the way we sit or stand, and even how far we stand from someone.

[2] Gestures have different purposes. They give instructions or warnings. For example, if you hold up the palm of your hand toward someone, it means "Don't come here!" or "Stay back!" Gestures also communicate warmth. A smile means "I like you" or "Welcome." A handshake says "Hello." Finally, body language, such as a thumb pointing down or a frown, can express negative feelings.

[3] Although gestures are easy to make, they can be very confusing across cultures. For example, in the United States, it's polite to look people in the eye when you talk to them. This look says, "I am listening to you" and "I am honest." However, in many Asian countries, it is impolite to look someone in the eye.

Answer Key
First, identify and evaluate the paragraphs. Again, the introduction is one sentence that was included in the first body paragraph. But, in this essay, there is no conclusion.

Second, identify and evaluate the thesis statement, topic sentences, and details. The body paragraphs are fine, once the introduction sentence is removed from the first one.

Third, evaluate the length of the paragraphs. In this example, the introduction and conclusion need to be fixed (or added).

Here is the revised essay:
[1] Communication is important in every culture. We communicate in many ways. One way is by talking. People talk a lot, but about 60 percent of all our communication is nonverbal (without words). Perhaps nonverbal communication is the most important.

[2] There are about 700,000 ways to communicate nonverbally. For about a third of those ways we use our faces. Our eyes, eyebrows, noses, mouths, and eyelids can say a lot. We also use at least 5,000 hand gestures. The third way we communicate nonverbally is through body movement-the way we sit or stand, and even how far we stand from someone.

[3] Gestures have different purposes. They give instructions or warnings. For example if you hold up the palm of your hand toward someone, it means "Don't come here!" or "Stay back!" Gestures also communicate warmth. A smile means "I like you" or "Welcome." A handshake says "Hello." Finally, body language, such as a thumb pointing down or a frown, can express negative feelings.

[4] Although gestures are easy to make, they can be very confusing across cultures. For example, in the United States, it's polite to look people in the eye when you talk to them. This look says, "I am listening to you" and "I am honest." However, in many Asian countries, it is impolite to look someone in the eye. Therefore, when you travel, be careful to use appropriate nonverbal signs.

[5] In conclusion, although we communicate many different ways, nonverbal is the most common and most important type of communication. It has different methods and different purposes and different cultural significance. We should do more to learn about nonverbal communication.

In class
Do at least one essay together in class.

First, identify the sections of the essay—i.e. introduction, thesis statement, topic sentences, details, and conclusion.

Second, based on the identification, evaluate the essay for problems. Is anything missing? Is the thesis statement the main idea of the whole paper? Are the topic sentences the main ideas for each individual paragraph? Are the paragraphs too long or too short? Etc.

Third, if there are missing thesis statements, topic sentences, conclusions, etc., identify how to fix the problem.

Time
10 to 20 minutes

Have the students finish the remaining essays for homework.

Evaluation
This will probably need to be done as on the following class day.
First, have them compare answers within their groups. Then review the essays as a class.

Most of the students will be able to notice that something is wrong, and many of them will be able to explain what and why.

It is very important that they understand essay structure. Therefore, if most of the class is confused, give them more essays and spend another day on this topic. It is worth spending extra time to get this right.

Time
10 to 15 minutes

Example Lesson Plan

This procedure is modeled here in a one day plan with homework evaluated on the following class day.

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other—Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Day Three

Build critical reading and writing skills to enable students to evaluate essays.

Preparation before class

Terminal Objective
- Enable students to write and critically evaluate essays

Enabling Objectives
- Understand main idea and details
- Understand paper and paragraph structure
- Understand how to evaluate essays and suggest changes in global problems

Activities
- Activity I: Main idea and detail
- Activity J: Papers & Paragraphs
- Activity K: Evaluating & problem solving

Materials
- Copies of the worksheets.
- Copies of essays.

In class

Section of lesson plan	Activity	Time
Warm Up (Daily Routine Activity)	▪ Activity H	5 to 10 minutes
Announcements	▪ N/A	0 minutes
Continue (review) previous lesson	▪ N/A	0 minutes
Introduce New lesson	▪ Activity I	15 to 30 minutes
Guided practice	▪ Activity J ▪ Start Activity K	10 to 20 minutes 10 to 20 minutes
Evaluation	▪ N/A	0 minutes
Contingency	▪ Activity K	As needed
Homework	▪ Activity K	
	Total Time	**Approx 65 minutes**

Chapter 2 Review

- *"…provide sufficient scaffolding for the students to learn how to write and evaluate essays in English."*

- *"Students should be able to identify parts of an essay."*

- *"Students abilities to evaluate … would improve if they were taught the rhetorical structures and genres used in essays."*

- *"…help them begin to give specific suggestions for revising an essay's structure."*

Chapter 3
Knowing *why* to give advice

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Goal & Objectives

The goal is to help students understand the importance of revision and the role of peer evaluation as part of the revision process.

To accomplish this, the teacher should help students
- Understand and be able to use the writing process
- Understand the role of revision in the writing process
- Understand the difference between revising and editing
- Recognize the various sources of feedback for revision, including their peers

Experts' Advice

Raimes (1998)
"Editing needs to be seen as distinct from revising" (p. 154).

Berg (1999a)

"Establish the role of peer response in the writing process and explain the benefits of having peers, as opposed to just teachers, respond to students' writing" (p. 21).

Connor and Asenavage (1994)
"The concepts of revision at text-based and surface levels should be clarified in both the teacher's and the students' minds" (p. 267).

Suggested Procedure

There are three steps to the procedure, which are listed below. Choose from the activities and materials included on the following pages to help implement this procedure.

Step One: explain the writing process, emphasizing the difference between revising and editing.
- Activity L: The writing process

Step Two: identify sources of feedback the students can use to help with revision.
- Activity M: Revision and feedback: Who can help?

Step Three: have students practice the first few steps of the writing process—brainstorming through outlining.
- Activity N: Practice the process

Activity L: The Writing Process

Objectives
The goals are to model the thinking process of expert writers and to help the students understand the role of peer review in that process.

Preparation before class
Copy the worksheet.

In class
First, bridge the gap between Activity K and Activity L. Ask: How do you write good essays?

Time
5 minutes

Then overview the writing process. The students could read silently, discuss it as a class, groups could be assigned to present different sections. No matter how this is taught, emphasize the difference between revising and editing.

Time
5 to 15 minutes

Evaluation
Quiz: list the steps of the process.

Time

5 to 10 minutes

The Writing Process

1a. Brainstorming
- Pick a topic and think of ideas.
- This may involve research.

1b. Narrowing
- Only one topic per paper.
- Be specific!
- Be academic and professional.

2. Outlining
- This is a very important step.
- Because papers and paragraphs are organized by main ideas and details, outlining helps you organize.
- Put your main ideas and details in order.

3a. Drafting/Revising
- You will have many drafts of your papers.
- First, just write to get your ideas on paper.
- Follow your outline!
- In later drafts, change (revise) things.
- Add, delete, or move information.
- Fix the introduction, conclusion, and vocabulary.

3b. Reviewing
- Reviewing helps you find what you need to revise in your drafts.
- When you review, judge your **organization, thesis statement, details, and all the parts of your essay.**
- Decide what to change and make a plan for how to fix it.
- Sometimes other people can help you review your work.

4. Editing
- After you have your essay's organization, details, and vocabulary almost perfect, then you are ready to look at the grammar.
- You think grammar is very important, but it isn't.
- TWE says grammar will not count unless your paper is hard to understand.

5. Publishing
- Have someone else read your paper.
- You could submit your essay to a newspaper, publish it on the Internet, put it up in the computer lab, or just have a friend read it.

Activity M: Revision and feedback: Who can help?

Objectives
The goals are to help the students understand the role of feedback in the writing process and sources of feedback.

Preparation before class
Bring examples of your own work that has been reviewed by peers (optional).

In class
Emphasize the difference between revising and editing, as well as the importance of getting feedback to help revise essays. Ask the students to name sources of feedback. The list could include teachers, tutors, themselves, classmates, roommates, and friends.

Time
5 to 10 minutes

Evaluation
Individual reflection: have the students list the people or sources they think they will use for feedback during the semester.

Time
5 to 10 minutes

Activity N: Practice the process

Objectives
The goals are to have the students review what they have learned about paper and paragraph organization and practice the writing process, from brainstorming to outlining. (They will practice with drafting, revising, evaluating, and editing later in the semester.) This could be done in class, or done as homework.

Preparation before class
Choose at least 4 topics. Copy worksheets if desired.

Example Topics
- Native country
- Food
- Holidays
- Family

In class
Give topics. Model first topic—do it together as a class.

Time
10 to 20 minutes

Then have the students do the other three on their own. If they don't finish, or if time runs out, have them do this as homework.

Blank Worksheet

Brainstorming and Narrowing
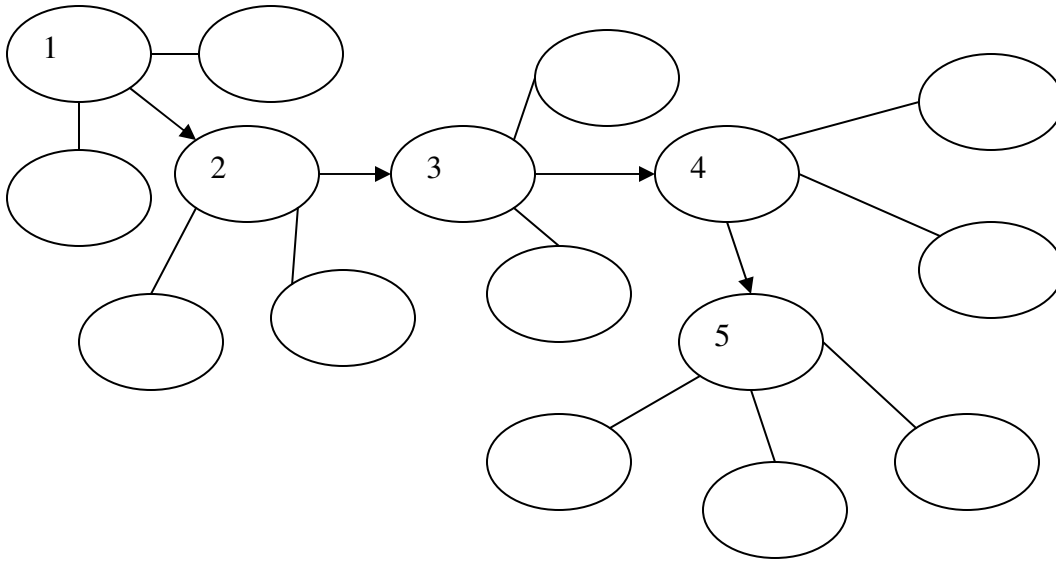
Outlining
Introduction (Thesis Statement)

First Topic Sentence

- Detail 1
- Detail 2
- Detail 3

Second Topic Sentence

- Detail 1
- Detail 2
- Detail 3

Third Topic Sentence
- Detail 1
- Detail 2
- Detail 3

Conclusion (Revised Thesis Statement)

Completed Example

Brainstorming and Narrowing
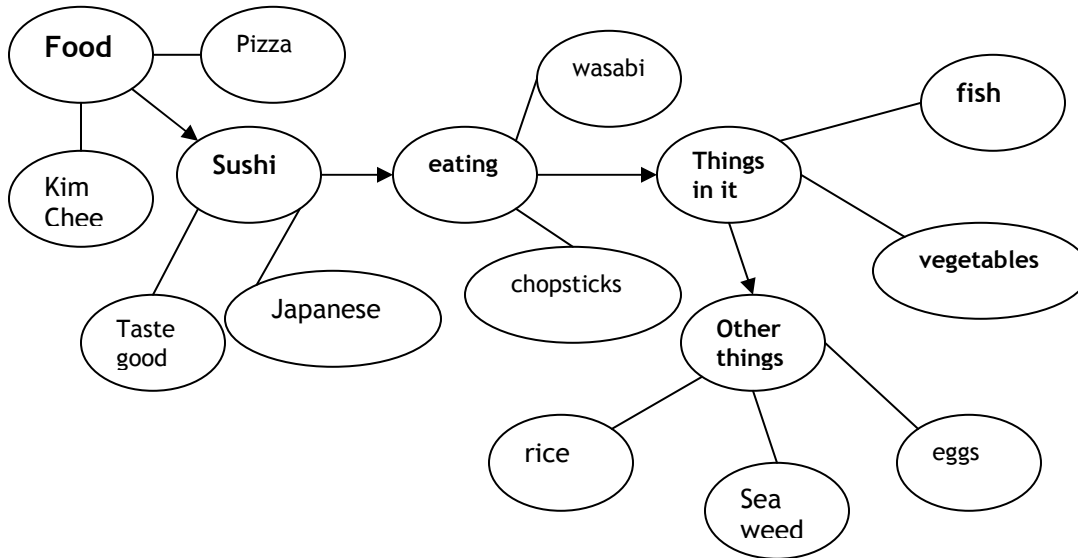
Outlining

Introduction (Thesis Statement)	There are many ingredients in sushi.
First Topic Sentence	There are different fish in sushi.

- Detail 1
- Detail 2
- Detail 3

Second Topic Sentence   There are many vegetables in sushi.

- Detail 1
- Detail 2
- Detail 3

Third Topic Sentence   There are also other ingredients.
- Detail 1   rice
- Detail 2   sea weed wrapper
- Detail 3   egg

Conclusion (Revised Thesis St.)   Sushi is made of many things.

Evaluation
Collect and evaluate their practice sheets. Look for detailed brainstorming and outlining, with definite transfer of ideas from the brainstorm to the outline. Look for thesis statements and topic sentences and details on topic. Especially look for problems common to most of the class and review as needed!

Time
Variable

Example Lesson Plan
This procedure is modeled here in a one day plan (p. 32), with homework evaluated on the following class day. This is the beginning of discussion about revision; the discussion continues in chapter five.

Day Four
Help students understand the importance of revision and the role of peer evaluation as part of the revision process.

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Preparation before class

Terminal Objectives
- understand the role/importance of peer review
- practice what they have learned so far

Enabling Objectives
- Understand the writing process

Activities
- Activity L: The Writing Process
- Activity M: Revision and Feedback: Who can help?
- Activity N: Practice the process

Materials
- Copies of the worksheets.

In class

Section of lesson plan	Activity	Time
Warm Up	▪ Activity H	5 to 10 minutes
Announcements	▪ N/A	0 minutes
Continue (review) previous lesson	▪ Correct, or review the homework (Activity K). If the students did not understand, review and evaluate a few more sample essays. It is worth spending some extra time to get Activity K right.	5 to 15 minutes
Introduce New lesson	▪ Activity L	10 to 25 minutes
	▪ Activity M	10 to 20 minutes
Guided practice	▪ Start Activity N	10 to 20 minutes
Evaluation	▪ N/A	0 minutes
Contingency	▪ Continue activity N	Ass needed
Homework	▪ Activity N	
	Total Time	**Approx 65 minutes**

Chapter 3 review

- *"Establish the role of peer response in the writing process…"*

- *"Identify sources of feedback can use to help with revision."*

Chapter 4
Knowing how to *give* advice
Part one: Being
a good peer reviewer

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Goal & Objectives

The goal is to enable students to perform meaningful peer review in a tactful, helpful manner.

To accomplish this, the teacher should help students
- Understand their role as peer reviewers
- Understand communication strategies and vocabulary appropriate for performing peer review.
- Understand the "rules" that govern good peer review.

Expert's Advice

Berg (1999a)

"Address issues of vocabulary and expressions by comparing inappropriate comments with appropriate ones" (p. 21).
She also recommends giving students guidelines, or rules, for responding to a peer's work, such as "be considerate of your classmate's feelings" (p. 22).

Suggested Procedure

There are three steps to the procedure, which are listed below. Choose from the activities and materials included on the following pages to help implement this procedure.

Step One: help them understand their role as peer reviewers.
- Activity O: Rules for peer review

Step Two: distinguish between good and bad advice, and provide good feedback strategies.
- Activity P: What to say

Step Three: practice giving constructive feedback using a few essays.
- Activity Q: Practice giving advice

Activity O: Rules for peer review
Adapted from Berg (1999a) and Venia (1987).

Objective
The goal is to help the students understand how to be a good peer reviewer.

Preparation before class
Make the list of rules into a poster, overhead, or individual copies.

Rules for good peer review

1. Read the essay carefully.

2. Remember to focus on the **meaning and organization** of the essay, not grammar, spelling, or punctuation.

"You have to do more than fix the mistakes in a paragraph is you want to be a good [helper]" (Venia, 1987, 9).

3. Give positive reinforcement. Tell the writer what you like and what he/she did well.

4. Ask Questions! If there is something confusing, try to understand it.

5. Help the writer see how to change the paper to make it easier to understand.

6. Be specific—Don't just say "it is good." Tell the writer what is good!

7. Do not lie.

8. Be nice.

In class
Go over the list of rules. Try to help the students understand their role: They should read their peers' essays and give helpful advice with the goal of helping their peers (group members) improve the essays.

Time
10 to 15 minutes

Evaluation
N/A

Activity P: What to say
Adapted from Berg (1999a).

Objectives
To help the students understand the difference between appropriate and inappropriate comments.

Preparation before class
Copy the example comments, or make an overhead.

Bad Peer Comments
▪ Your paper is pretty good.

▪ I don't like your topic.

▪ Don't write on that topic.

▪ You have many spelling and grammar mistakes.

▪ Make your paragraph better.

▪ Your paragraph is not in good order.

▪ You put ideas together like crazy.

▪ This is stupid. You are stupid.

▪ No! I talked about that, you just didn't understand.

▪ I disagree with you.

Bad Comments from the author
▪ What do you mean!!

Good Peer Comments

- Your paper has a thesis statement that is easy to understand.

- You express your opinion clearly, I can understand your opinion.

- I respect your opinion.

- You have great ideas, but you need to organize them more clearly. Rearrange what you have. Put all the same ideas together and separate it into paragraphs.

- Remember that a paragraph needs to be at least 5 sentences long, and the sentences must be on the same topic.

- You have only one sentence for your introduction. What general ideas could you add there to make it better?

- Add more details to support your topic sentences. For example, you say that this is true, but there are no examples that support that idea.

- Add a conclusion. Remember to restate your thesis and summarize the main ideas.

- I really like your example. That is very specific and it makes your paper interesting.

In class
Start by asking the students how they want to be treated by teachers, tutors, and their peers. Hopefully the students will generate a list of comments like, "nice" or "helpful."

Then ask them what they should say to each other when they are reviewing each others' essays. Generate a list of ideas.

Finally, go over the example comments.

Time
10 to 15 minutes

Evaluation
Have each group or individual write a list of open-ended comments that they could use when they do peer review. Comments like: I like….I suggest….

Time
5 to 10 minutes

Activity Q: Practice giving advice

Objective
The goal is to have the students practice the things they just learned.

Preparation before class
Choose and copy a few essays for the students to review. Chose different ones than they used in Chapter 2.

One example essay
Childhood memory
Pablo A.

I have one experience that I always remember, and I'll not forget never.

I was 9 years old and I was in third grade. My family decided to go to the beach and stay there for Christmas time. I was really happy and excited about that trip. I have family at the beach so we slept at my grand mother house. It is a really nice house in front of the sea and there are a lot of things to do. Anyway, I have like a cousin but she is not, we call her cousin because she is a cousin of my cousin but between us, we are just friends, but anyway the thing is that I liked that girl so much, so I didn't want to do anything embarrassing in front of her.

At 12:00 pm my grandmother invited everybody to eat. The dinner was a big chicken called *pavo navideno,* so I took my plate and my piece of chicken and I walked to one room and everybody was in the living room and in the door of that room there was a curtain. When I passed the curtain to go inside the piece of chicken got tangled with the curtain and everybody began to laugh at me, I didn't know where the chicken was so I began to say, "mom, where is my chicken?" I guess that the chicken is alive and he flew.

Finally I didn't have any chance with that girl anymore. I think that right now she thinks that I am a big stupid guy, just for one mistake when I was child.

Example Advice
I like the details about your family, the food, and what happened. They are very specific details and make the story easier to understand.

I suggest adding information to the introduction. What was the experience? Why will you never forget it?

I recommend revising the topic sentences so they are more specific to the main idea of each paragraph.

I suggest revising the body paragraphs. Some of the details, like the location of the house and your relationship with your cousin, seem like different ideas. Maybe you should have more paragraphs on those topics or cut those details out of the essay.

In class
Do one essay together as a class, and then have the students do the others by themselves. This might be a homework assignment.

Follow the rules given in Activity O and use the list of open-ended responses generated in Activity P.

Encourage the students to
- focus on understanding the essays
- improving meaning and organization of the essays.

Time
20 to 30 minutes

Evaluation
Collect or discuss the comments they wrote about the other practice essays.

Look for appropriateness of comments and try to evaluate the level of understanding. If the students are generally performing well, move on to the next lesson. If they are not, spend more time practicing giving advice on other essays.

Example Lesson Plan

This procedure is modeled here in a one day plan, with homework evaluated on the following class day. This is the beginning of discussion about giving advice; the discussion continues in part two of chapter four.

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Day Five
Enable students to perform meaningful peer review.

Preparation before class

Terminal Objective
- Prepare the students for peer review

Enabling Objectives
- Understand how to give advice

Activities
- Activity O: Rules for peer review
- Activity P: What to say
- Activity Q: Practice giving advice

Materials
- Copies of the worksheets.
- Essays

In class

Section of lesson plan	Activity	Time
Warm Up	▪ Activity H	5 to 10 minutes
Announcements	▪ N/A	0 minutes
Continue (review) previous lesson	▪ Collect the homework (Activity N).	5 minutes
Introduce New lesson	▪ Quick review of Activity M (Who can help?) and focus of peers	5 minutes
Guided practice	▪ Activity O ▪ Activity P ▪ Activity Q	Approx 45 minutes
Evaluation	▪ N/A	0 minutes
Contingency	▪ Continue activity N	As needed
Homework	▪ Activity Q	
	Total Time	**Approx 65 minutes**

Chapter 4 Review

- *"Distinguish between good and bad advice."*

Chapter 4
Knowing how to *give* advice
Part two: Using
peer review activities

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Goal & Objectives

The goal is to enable students to perform meaningful peer review in a tactful, helpful manner using a peer review activity.

To accomplish this, the teacher should
- Model how to respond to a peer's paper through peer review activities.
- Show students how the communication strategies from the previous chapter play out in a "real" peer review

Expert's Advice

Berg (1999a)

"Familiarize the students with the response sheet by showing samples and explaining its purpose as a tool designed to help them focus on important areas of the writing assignment" (p. 21).

She also reminds teachers that those important areas of writing the peers need to respond to are issues of meaning and organization. She says, "…peer response does not concern grammar and spelling as much as it does organization and whether the writer has explained his or her ideas in a way that is easy and clear for others to understand" (p. 21).

McMurry (2004)

"Many teachers use grading-esque worksheet for peer review. This is counter productive! Students prefer to respond as readers and not as critics or graders.
Have students respond as readers and not critics or graders."

Suggested Procedure

There are two steps to the procedure, which are listed below. Choose from the activities and materials included on the following pages to help implement this procedure.

Step One: model at least one peer review activity.
- Activity R: Advice in a peer review activity

Step Two: practice using peer review activities.
- Activity S: Practice doing a peer review activity
- Activity T: Role play—practice a peer review

Activity R: Advice in a peer review activity

Objective
The goal is to help the students understand how to use a rubric and be a good peer reviewer.

Preparation before class
Familiarize yourself with the peer review activities in appendix B. Choose one to model.

In class

Show the class at least one activity. Be sure to explain how the information from the previous lessons fit into the activity. Remember to focus on the **meaning and organization** of the essay, not grammar, spelling, or punctuation.

Time
10 to 15 minutes

Evaluation
N/A

Activity S: Practice doing a peer review activity

Objective
The goal is to help the students practice peer review during an activity.

Preparation before class
Familiarize yourself with the peer review activities in appendix B. Choose one to use. Then copy two example essays for them to review.

In class
Explain the activity and give the students the essays. Have them individually review both essays.

Time
10 to 15 minutes

Evaluation
After they are done, have them compare answers within their groups. Finally come to a consensus as a class about these essays.

Time
10 to 15 minutes

Activity T: Role Play—practice a peer review

Objectives
The goals are to help the students practice peer review using a rubric and to practice receiving advice.

Preparation before class
Familiarize yourself with the peer review activities in appendix B. Choose one to use. Then copy two example essays for them to review.

In class
Explain the activity and give the students the essays. Have them individually review both essays.

Time
10 to 15 minutes

After the students review both of the example essays...

Option One: Have them get into partners within their peer groups. One member of the pair will pretend he/she wrote the first essay and the other member will pretend he/she wrote the second essay. Then the students role play giving and receiving advice like it were a real peer review.

Option Two: Role play peer review as a class. First, the students collectively pretend they wrote one of the essays, and the teacher gives feedback. Next, the teacher pretends he/she wrote the other essay and the students give advice.

Time
10 to 15 minutes

Evaluation
N/A

Example Lesson Plan

This procedure is modeled here in a one day plan, with homework evaluated on the following class day. This is the continuation of discussion about giving advice which started in part one of chapter four.

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Day Six

Enable students to perform meaningful peer review in a peer review activity.

Preparation before class

Terminal Objective
- Prepare the students for peer review

Enabling Objectives
- Understand how to use a rubric

Activities
- Activity R: Advice in a rubric
- Activity S: Practice using a rubric
- Activity T: Role Play

Materials
- Copies of the worksheets
- Essays and peer review activities

In class

Section of lesson plan	Activity	Time
Warm Up	▪ Activity H	5 to 10 minutes
Announcements	▪ N/A	0 minutes
Continue (review) previous lesson	▪ Collect the homework (Activity Q).	5 minutes
Introduce New lesson	▪ Activity R	15 minutes
Guided practice	▪ Activity S ▪ Activity T	Approx 40 minutes
Evaluation	▪ N/A	0 minutes
Contingency	▪ Continue activity T	As needed
Homework	▪ N/A	
	Total Time	**Approx 65 minutes**

Chapter 4 review

- *"peer response does not concern grammar and spelling as much s it does organization and… [explaining ideas]…"*

Chapter 5
Knowing how to *use* advice

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other—Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Goal & Objectives

The goal is to help students bridge the gap from peer review to making effective revisions in the paper.

To accomplish this, the teacher should
- Remember the role of revision (and peer comments) in the writing process
- Understand how to evaluate and use peer review comments
- Understand revision strategies
- Adequately revise their work

Expert's Advice

Berg (1999b)

She found that "trained students [make] more meaning revisions that untrained students" (229).

Berg (1999a)
"Provide revision guidelines by highlighting good revision strategies" (21), such as reorganizing, deleting, adding, and modifying.

She adds that teachers should "emphasize the importance of [revising] to clarify the meaning of the text before focusing on sentence (surface) level revisions, such as correcting grammar, punctuation, or spelling, because entire sentences might be replaced in the revision process" (24).

Chenoweth (1987)
suggests that unskilled ESL writers should be taught rewriting skills; because they see revision as error correction, they need to be taught how to focus on revising global issues of their writing.

Paulus (1999)
found that students often use their classmates' advice to make meaning-level (global) changes to their writing.

Suggested Procedure
There are three steps to the procedure, which are listed below. Choose from the activities and materials included on the following pages to help implement this procedure.

Step One: explain revision strategies. (You may need to reemphasize the difference between revising and editing.)
- Activity U: Revising makes me MAD!

Step Two: model how peer review comments affect revision.
- Activity V: Peer review comments and revision

Step Three: practice revising
- Activity W: Practice revision

Activity U: Revising makes me MAD!

Objective
The goal is to teach the students the process that expert writers use when revising essays.

Preparation before class
Develop an understanding of the revising skills to be able to teach them well. A good mnemonic is **"revising makes me MAD!"** When you revise you
- **Move** things,
- **Add** things, and
- **Delete** things.

On the other hand, editing involves changing grammar, spelling, and punctuation.

In class
Overview revising skills:
- Move
- Add
- Delete

Time
5 minutes

Look at the following example essay.

First Draft

Sushi is small and beautiful. It is low fish. The smell is good. It's is delicious but expensive. You can eat with different ingredients and the taste is different. Sushi with wasabi is very delicious and you can eat it every day.

Second Draft

Nigiri sushi is my favorite. It is small and beautiful. It is made of rice, fish, wasabi, egg, and sometimes vegetables. The smell is stinky, but it is delicious. You can eat with different ingredients and the taste is different. It is expensive, but you can eat it every day.

Moved

Sentence about expensive to the end because it didn't fit with the other sentences about the taste and smell.

Added

My favorite kind of sushi and details about what it is made out of.

Deleted

Information about low fish and second sentence about sushi is delicious. Because we don't think low fish fits with the other sentences and because we don't need two sentences about delicious.

Time
10 minutes

Evaluation
The evaluation comes in a following activity.

Activity V: Peer review comments and revision

Objective
The goal is to help students see how their peers' comments can help them revise. Try to link the comments students might get in peer revision to the revision process.

Preparation before class
Familiarize yourself with the peer review activity "What is almost said?" from appendix A and the example sushi essay in the previous activity.

Try to teach this in an inductive approach—try to get the students to figure out how the comments relate to moving, adding, and deleting information.

Questions=add information
Change order
Remove information that doesn't fit

In class
1. Reread the sushi essay from the previous activity. Focus on the second draft.

Second Draft
Nigiri sushi is my favorite. It is small and beautiful. It is made of rice, fish, wasabi, egg, and sometimes vegetables. The smell is stinky, but it is delicious. You can eat with different ingredients and the taste is different. It is expensive, but you can eat it every day.

Time
5 minutes

2. Have the students work in their groups to brainstorm questions about the second draft's content.

Time
5 minutes

3. Come together as a class and list questions on the board. They might include:
- Why is it the favorite?

- ▪ What kind of vegetables?
- ▪ Why do different ingredients make it different?
- ▪ Why is it expensive?
- ▪ Do you eat it every day? Why?

<div align="right">Time
5 minutes</div>

4. Discuss how the questions could help the writer MAD things in the essay.
5. Work together as a class to revise the essay.

Third Draft

There are many kinds of sushi, but nigiri sushi is my favorite. It is the most delicious. It is made of rice, fish, wasabi, egg, and sometimes vegetables, like carrots or cabbage. If it is made well, it is small and beautiful, so you want to eat it because of its beauty. Even though it is expensive, you can eat it every day because it is so delicious.

Moved

Sentence about it is delicious because it explains why it is the favorite. Sentence about what it looks like to the end because didn't fit with the information about taste.

Added

Details about vegetables and what it looks like. And a sentence at the beginning about all kinds of sushi.

Deleted

Information about eating it with different ingredients and changing the taste because if didn't fit with the other sentences.

<div align="right">Time
10 minutes</div>

Evaluation
The evaluation comes in the following activity.

Activity W: Practice revision
Adapted from Berg (1999a).

Objective
The goal is to help the students understand how to revise.

Preparation before class
Copy the essay and peer review comments (from the activity "skeleton feedback" in appendix A). Make overheads or copies of the answer key.

Essay
Americans and Alcohol
Berg (1999a, 20-25).

First Draft
[1] Americans drink alcohol because of many reasons. One reason is that it is easy to buy. People buy alcoholic beverages in liquor stores, bars, and restaurants, and they can even found it on airplanes, trains, and boats. In some states all they have to do is to visit the nearest grocery store to buy alcohol. Also, many commercials on the radio and TV show how happy people is when they are drinking beer. Another reason is that alcoholic beverages is quite cheep. A final reason is that media tell Americans to drink alcohol. Even movie characters such as James Bond drink a lot of alcohols as part of their rich and exciting lifestyle. James Bond is famous for ordering martinis that are "stirred, not shaken." The end.

Peer review comments for the first draft of *Americans and Alcohol*
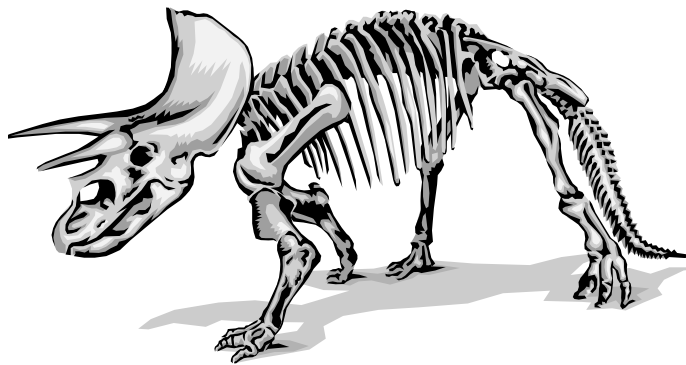
Skeleton Feedback
Find the main ideas (bones) of the paper.
1. Reasons Americans drink alcohol
2. easy to buy
3. commercials on TV and radio

In class
First, discuss with the students that it is hard to fix everything at once, and that revision takes a few tries. They might have several drafts where they fix a little bit each time.

Second, hand out the example student essay and the example peer review comments. Give the students time to decide **how they would revise this essay if it were theirs**. They should be able to refer to the peer review comments for help. Remind them to think about the three parts of revision: move, add, and delete.

Their goal is to make a **plan** of how to revise the essay. They do not have to actually revise.

Time
10 to 15 minutes

Third, after some time has passed, show the answer key. The answer key only shows some possibilities for revision. *It is not the only answer.*

Answer Key

Step One: MOVE the information into groups—use the bones as main topics.	Step Three: ADD more details to explain unclear topics. Also add information to the introduction and conclusion.	Step Three: DELETE repetitive information.
Thesis Statement: Americans drink alcohol because of many reasons. *Topic A*: One reason is that it is easy to buy. ▪ Another reason is that alcoholic beverages is quite cheep. ▪ People buy alcoholic beverages in liquor stores, bars, and restaurants, ▪ and they can even found it on airplanes, trains, and boats. ▪ In some states all they have to do is to visit the nearest grocery store to buy alcohol. *Topic B:* A final reason is that media tell Americans to drink alcohol. ▪ Also, many commercials on the radio and TV show how happy people is when they are drinking beer.	*Introduction*: ▪ [ADD GENERAL INFORMATION] ▪ Americans drink alcohol because of many reasons. *Topic A:* One reason is that it is easy to buy. ▪ ADD GENERAL STATEMENT People buy alcoholic beverages in liquor stores, bars, and restaurants, and they can even found it on airplanes, trains, and boats. ▪ In some states all they have to do is to visit the nearest grocery store to buy alcohol. *Topic B*: A final reason is that media tell Americans to drink alcohol. ▪ Many commercials on the radio and TV show how happy people is when they are drinking beer. ▪ Even movie characters such as	*Thesis Statement*: Americans drink alcohol because of many reasons. *Topic A*: One reason is that it is easy to buy. ▪ [Another reason is that alcoholic beverages is quite cheep. DELETE] ▪ People buy alcoholic beverages in liquor stores, bars, and restaurants, ▪ and they can even found it on airplanes, trains, and boats. ▪ In some states all they have to do is to visit the nearest grocery store to buy alcohol. *Topic B*: A final reason is that media tell Americans to drink alcohol. ▪ [Also DELETE], many commercials on the radio and TV show how happy people is when they are drinking beer. ▪ Even movie

▪ Even movie characters such as James Bond drink a lot of alcohols as part of their rich and exciting lifestyle. ▪ James Bond is famous for ordering martinis that are "stirred, not shaken." *Conclusion*: The end.	James Bond drink a lot of alcohols as part of their rich and exciting lifestyle. ▪ James Bond is famous for ordering martinis that are "stirred, not shaken." *Conclusion*: ADD A CONCLUSION	characters such as James Bond drink a lot of alcohols as part of their rich and exciting lifestyle. ▪ James Bond is famous for ordering martinis that are "stirred, not shaken." *Conclusion*: [The end. DELETE]

2nd draft

[1] Alcohol is very popular in the United States. Most Americans drink a lot of alcohol even though it can cause many problems. But why is drinking alcohol so common? Americans drink alcohol because of many reasons.

[2] One reason that Americans drink alcohol is that it is easy to buy. It is available almost everywhere in the United States. People can buy alcoholic beverages in liquor stores, bars, and restaurants. They can even found it on airplanes, trains, and boats. In some states all they have to do is to visit the nearest grocery store to buy alcohol.

[3] Another reason that Americans drink alcohol is that media tell Americans to drink alcohol. Many commercials on the radio and TV show how happy people is when they are drinking beer. Even movie characters such as James Bond drink a lot of alcohols as part of their rich and exciting lifestyle. James Bond is famous for ordering martinis that are "stirred, not shaken."

[4] In conclusion, there are many reasons why Americans drink a lot of alcohol. Sometimes they drink it because it is easy to get. They also drink it because the media makes it seem cool. But, regardless of the reason, Americans drink a lot of alcohol.

Time

10 to 15 minutes

Fourth, review the essay together as a class and discuss possible revisions. Then compare the first draft with the second draft.

Time

5 minutes

They may seem overwhelmed by how much work goes into revision. But assure them that they will get better at it with practice and that it is very important if they want to get good grades not only in class, but also at a university.

Evaluation

How would they revise the second draft?

Give the students the second draft of the Americans and alcohol essay and the peer review comments about the second draft. For homework, have the students plan how to revise the second draft of the essay.

Peer review comments for the second draft of *Americans and alcohol*.

Skeleton Feedback

Find the details (meat) of the paper.

1. Reasons Americans drink alcohol
   a. Easy to buy
   b. media
2. easy to buy/available everywhere
   a. liquor stores, restaurants, bars
   b. planes, trains, boats grocery stores
3. media
   a. commercials on TV
   b. radio
   c. movies—**James Bond**

Example Lesson Plan

This procedure is modeled here in a one day plan, with homework evaluated on the following class day. This is the continuation of discussion about giving advice which started in part one of chapter four.

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Day Seven
Help students bridge the gap from peer review to making effective revisions in the paper.

Preparation before class

Terminal Objective
- Prepare the students for revision

Enabling Objectives
- review the writing process
- explain some revising skills/steps
- explain the connection between peer review comments and revision

Activities
- Activity L: The Writing Process
- Activity U: Revision Strategies
- Activity V: Peer review comments and revision
- Activity W: Practice revision

Materials
- Copies of the worksheets
- Sample essays and peer review activities
- Overhead transparencies

In class

Section of lesson plan	Activity	Time
Warm Up	▪ Activity H	5 to 10 minutes
Announcements	▪ N/A	0 minutes
Continue (review) previous lesson	▪ N/A	0 minutes
Introduce New lesson	▪ Activity L	10 minutes
Guided practice	▪ Activity U	10 minutes
	▪ Activity V	10 minutes
	▪ Activity W	25 minutes
Evaluation	▪ N/A	0 minutes
Contingency	▪ Continue activity W	As needed
Homework	▪ Activity W	
	Total Time	**Approx 65 minutes**
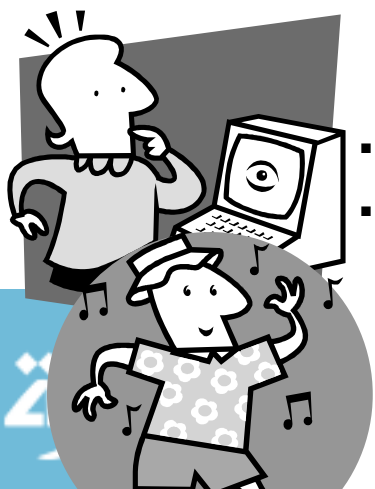
Chapter 5 review

- *"Move, add, delete."*

- *"Model how peer review comments affect revision."*

Chapter 6
Practicing Everything

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Goal & Objectives

The goal is to have the students use everything they have learned to start their first essay—from prewriting, drafting, peer reviewing, and revising.

To accomplish this, the teacher should

- help the students see that they can do it and that it will be great!

Expert's Advice

Berg (1999a)
"involve students in a response … by having them use the peer response sheet to respond to" another student's work. "Based on the responses, have the [students] revise their original" work (p. 21).
McMurry (2004)

When using peer review in class the teacher should….
First, reemphasize *why* (to help their friends write better) and *how* (be nice but honest) to do peer review.

Second, explain the rubric or activity.

Third, model using the rubric or activity.

Fourth, explain how to use the feedback to revise the essay.

Fifth, put them to work, and monitor them while they are working.

Sixth, have the peer review take as short a time as possible while still being effective. Be aware of the time it will take to do each rubric or activity. Some need no more than 15 to 20 minutes. Some need longer. But don't give the students too much time!

Seventh, don't let anyone be idle. The longer the students sit around and do nothing, the less effective the review will be. Keep the students on task until they are finished, then have them start evaluating the feedback and planning how they will revise the essay.

Eighth, make sure that each essay is evaluated by at least two peers. Three or four is better. The more feedback the writer receives, the easier it is to make revision decisions.

Ninth, emphasize writer responsibility. Although other people can help him/her, it is the writer's responsibility to write the essay. He/she must take the feedback, evaluate it, decide what to use and what to ignore, and then revise the essay they way he/she thinks is best. They could even choose to ignore the teacher's feedback if they decide to. It is their work, their grade, their decision, and no one else, not even the teacher, should take that away from them.

Some students resist taking responsibility, but it is important that they learn to be decisive and independent in those decisions.

Tenth, remember that the teacher is not a peer.

Eleventh, do peer review once a week, and do it before the teacher review. It often works best if the peers review the first draft, the teacher reviews the second draft, and both peers and teachers review the subsequent drafts. This works because peers are usually looking for solutions to problems with organization and meaning, which should be addressed in the first draft. Sometimes peers can review all the drafts.

Twelfth, continually reemphasize that in peer review the students are not looking at spelling, grammar, or punctuation!

Suggested Procedure

There are four steps to the procedure, which are listed on the following page. Choose from the activities and materials included on the following pages to help implement this procedure.

Step One: Review Activity L and start writing the first "real" essay.

Step Two: Review Activity M, O, and P and do the first "real" peer review.

Step Three: Review Activities U and V and have the students revise the essay.

Step Four: Have the students evaluate the peer review and the revisions.
- Activity X: Comparing drafts
- Activity Y: Feedback about peer review

Activity X: Comparing drafts

Objective
The goals are to help the students metacognitively recognize the product of the writing process and peer review, and to recognize what they understand.

Preparation before class
Copy worksheet if desired.

Worksheet
Answer the following questions to compare your first and second drafts.

1. What did you move? What peer feedback helped you?

2. What did you change? What peer feedback helped you?

3. What did you add? What peer feedback helped you?

4. What did you delete? What peer feedback helped you?

5. How did you decide to make these changes?

6. Which draft do you like better? Why?

In class
Have the students compare and evaluate their two drafts using the worksheet provided.

Time
10 to 15 minutes

Evaluation
Have them share their results with a partner, just hand in the comparison, or discuss their feelings as a class.

Time
5 to 10 minutes

Follow up
You will probably need to reemphasize that learning how to write and how to revise takes time and practice. Reassure them that they are doing well and encourage them to continue.

Time
5 to 10 minutes

Activity Y: Feedback about peer review

Objective
The goal is to get student feedback about peer review. This can help you know what to review, reemphasize, or cut out.

Preparation before class
Copy the handout.

Questionnaire

Please answer the following questions. Give your opinion about peer review. Do not write your name on this paper.

1. How nice was your peer review group?
   a. Poor
   b. OK
   c. Very good
   d. Excellent

2. How helpful was your peer review group?
   a. Poor
   b. OK
   c. Very good
   d. Excellent

3. How useful was the feedback you received from your peers?
   a. Not at all useful
   b. A little bit useful
   c. Useful
   d. Very useful

4. How easy was it to use the peer review feedback to help you revise?
   a. Not easy at all
   b. A little bit easy
   c. Easy
   d. Very easy

5. I like these three things about peer review:

6. I am concerned by these three things:

7. I suggest that we try this one thing:

In class
Give the students about 10 minutes to answer the questions. You might need to go through the questions before they start to make sure everyone understands them.

Time
10 minutes

Evaluation
Collect the questionnaires. Read them review results. Focus on areas where a clear majority (approximately 2/3rds of the class) lies. Then decide how to

react. Do you need to review any of the previous material? Do you need to change groups?

<div align="right">

Time
Not in class

</div>

Example Lesson Plan

This procedure is modeled here in a three day plan, with homework evaluated on the following class day. The first day is spent on step one of the procedure. The second day is spent on steps two and three. The third day is spent on step four.

Day Eight
Start writing the first "real" essay.

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Preparation before class

Terminal Objective
▪ Guide the students through the writing process as they write their first essay.

Enabling Objectives
▪ review the writing process

Activity
▪ Activity L: The Writing Process

Materials
▪ N/A

In class

Section of lesson plan	Activity	Time
Warm Up	▪ Activity H	5 to 10 minutes
Announcements	▪ N/A	0 minutes
Continue (review) previous lesson	▪ N/A	0 minutes
Introduce New lesson	▪ Quickly review Activity L	5 minutes
Guided practice	▪ Model doing writing process	10 minutes
Independent Practice	▪ Start essay (Monitor students as they work) ○ Brainstorm ○ Outline ○ Begin draft ▪	40 minutes
Evaluation	▪ N/A	0 minutes
Contingency	▪ Continue drafting	As needed
Homework	▪ First draft	
	Total Time	**Approx 65 minutes**

Day Nine
Do the first "real" peer review.

Preparation before class

Terminal Objective
▪ Do the first "real" peer review.

Enabling Objectives
▪ Review who can help with revision
▪ Review the rules for peer review
▪ Review what to say

Activities
▪ Activity M: Revision and feedback: Who can help?
▪ Activity O: Rules for peer review
▪ Activity P: What to say

Materials
▪ Copies of a rubric

In class

Section of lesson plan	Activity	Time
Warm Up	▪ Activity H	5 to 10 minutes
Announcements	▪ N/A	0 minutes
Continue (review) previous lesson	▪ N/A	0 minutes
Introduce New lesson	▪ Quickly review Activities M. O. and P	10 minutes
Independent Practice	▪ Peer review within their peer groups	10 minutes
	▪ Give the students time to plan their revisions during class.	10 minutes
Evaluation	▪ N/A	0 minutes
Contingency	▪ Continue drafting	As needed
Homework	▪ Second draft	
	Total Time	**Approx 65 minutes**

Day Ten
Evaluate the peer review and revisions.

Preparation before class

Terminal Objective
▪ Determine where they may be gaps in their understanding or performance and decide what to review.

Enabling Objectives
▪ Get student feedback about the peer review
▪ Have the students evaluate their drafts and the effect of the peer review

Activities
▪ Activity X: Comparing drafts
▪ Activity Y: Feedback about peer review

Materials
▪ Copies of the worksheets

In class

Section of lesson plan	Activity	Time
Warm Up	▪ Activity H	5 to 10 minutes
Announcements	▪ N/A	0 minutes
Guided Practice	▪ Activity X	10 minutes
Evaluation	▪ Activity Y	10 minutes
Independent Practice	▪ Third draft	Remainder of time
	▪ Do one on one teacher-student	

	conferences while the students revise.
Homework	▪ Third draft
Total Time	**Approx 65 minutes**

Chapter 6 review

- ▪ *"involve the students in a [safe] response…"*

- ▪ *"Help the students metacognitively recognize the product of the writing process and peer review."*

Chapter 7
Long & Short Term Results

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Overview

Unfortunately, sometimes teaching doesn't affect instant or even quick change. Sometimes all teachers do is influence *performance potential*. That means that students might not perform to expectations for a while, perhaps not even while they are in class. But seeds of change have been planted so that they have the potential to perform someday when they are ready.

Short term results

In the short term, most students will be willing to try peer review. Most of them will have a positive attitude and will make an effort.

Long term results

In the long term, more concrete effects will become apparent. After a several weeks, most of the students will start performing much better in their drafting, peer reviewing, and revisions. But the students will begin to perform the best after the midterm.

Goal & Objectives

Encourage students to continue to improve.

Expert's Advice

McMurry (2004)
"Be a coach and a cheerleader. Emphasize their successes, no matter how small they are!"

Chapter 7 review

- *"Sometimes all teachers do is influence performance potential."*

Chapter 8
Reviewing Periodically

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Goal & Objectives

The goal is to keep the students motivated and performing well.

To accomplish this, the teacher should help students:
- Remember what they have learned
- Continue to improve their performance

Expert's Advice

Connor and Asenavage (1994)
"Although peer response is modeled early in the semester and practiced throughout, more extensive and specific peer response training **with follow up** should be implemented" (p. 267, emphasis added).

Suggested Procedure

Step One: Revisit this material often instead of waiting to see signs of malaise or problems.
- Use some form of peer review at least once each week
- Each time briefly review one or two points from this material, such as why or how to do it.
- Don't do the same peer review activity each time. Some types are better for certain essays, and students like the variety, as long as it is not confusing.

Step Two: Do a short review of chapter 1 and chapter 4: Part one around the middle of the semester, when the peer groups are changed. The students need to get comfortable with their new peer groups and work out how to do peer review with new people, so it is a good time to refresh their memories.

Example Lesson Plan

Step two is modeled here in a one day lesson plan.

Preparation before class

Terminal Objective
- Keep the students motivated and performing well.

Monday	Tuesday	Wednesday	Thursday
Day One Chapter 1: Knowing each other—Teamwork building	*Day Two* Chapter 1 continued: Knowing each other— Forming peer groups	*Day Three* Chapter 2: Knowing what to look for	*Day Four* Chapter 3: Knowing why to give advice
Day Five Chapter 4 : Knowing how to give advice Part one: Being a good peer reviewer	*Day Six* Chapter 4: Knowing how to give advice Part two: Using peer review activities	*Day Seven* Chapter 5: Knowing how to use advice	*Day Eight* Chapter 6: Practicing everything
Day Nine Chapter 6: Practicing everything	*Day Ten* Chapter 6: Practicing everything	*The rest of the semester* Refer to Chapters 7 and 8 as needed	*Midsemester* Chapter 8

Enabling Objectives
- review
- change groups

Activities
- Activity E: Group requests
- Activity F: Forming groups
- Activity G: Group name, roles, and poster

- Activity O: Rules for peer review
- Activity P: What to say

Materials
- Paper and crayons
- Rules poster
- Overheads for activity P

In class

Section of lesson plan	Activity	Time
Warm Up	▪ Activity H: Prizes to winning group	5 to 10 minutes
Announcements	▪ N/A	0 minutes
Introduce New Lesson	▪ Activity E ▪ Students do Activity P (modified) deciding if comments are good or bad. ▪ Teacher does activity F while they work	5 minutes 10 minutes
Guided Practice	▪ Activity F—assign them to their new groups.	5 minutes
Independent Practice	▪ Activity G	20 minutes
Guided Practice	▪ Quickly review activities O and P	15 minutes
Contingency	▪ Play get to know you games	As needed
Homework	▪ N/A	
	Total Time	**Approx 65 minutes**

Chapter 8 Review

- *"…peer response training with follow up should be implemented."*

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Appendix A
Principles for Designing Cognitive Apprenticeship Environments

From Collins, Brown, & Holum (1991, p. 45).

Content—types of knowledge required for expertise

- **Domain knowledge** subject matter specific concepts, facts, and procedures
- **Heuristic strategies** generally applicable techniques for accomplishing tasks
- **Control strategies** general approaches for directing one's solution process
- **Learning strategies** knowledge about how to learn new concepts, facts, and procedures

Method—ways to promote the development of expertise

- **Modeling** teacher performs a task so students can observe
- **Coaching** teacher observes and facilitates while students perform a task
- **Scaffolding** teacher provides supports to help the student perform a task
- **Articulation** teacher encourages students to verbalize their knowledge and thinking
- **Reflection** teacher enables students to compare their performance with others
- **Exploration** teacher invites students to pose and solve their own problems

Sequencing—keys to ordering learning activities

- **Global before local skills** focus on conceptualizing the whole task before executing the parts
- **Increasing complexity** meaningful tasks gradually increasing in difficulty
- **Increasing diversity** practice in a variety of situations to emphasize broad applications

Sociology—social characteristics of learning environments

- **Situated learning** students learn in the context of working on realistic tasks
- **Community of practice** communication about different ways to accomplish meaningful tasks
- **Intrinsic motivation** students set personal goals to seek skills and solutions
- **Cooperation** students work together to accomplish their goals

**Appendix B-1
Example Essays
Beginning Proficiency**

What I like best and least about my class
Otgonbayar U.

I like my class now. I thought this class was first time so boring. It was a not true. First classmates friendly and good teacher. My opinion is my teacher is one of the best teacher at English Language Center. My teacher loves us and work with us all her heard. Maybe some students can't understand he. Before I hadn't international class, because very interesting all of student from different country. Also, I liked last international food party. That was a so good idea. I think this's good opportunity study with a good teacher and international students. Also, I thankful for God because he give me this good opportunity for me and for my classmates and teachers's love for me.

Martin Luther King
Kazu T.

 What the words "When will our country learn that to live by the sword is to perish by the sword?" mean is no violence. Martin always had said " Violence only leads to violence," "Hate cannot drive out hate. Only love can do that." Martin respected Mahatma Gandhi and agreed with him –no violence. Therefore he tried to get rights not only for the black but also for the poor, without violence. Martin's idea bore fruit. Martin's, the first action, marching to get rights of black people on bus and the second action, marching in restaurants were successful. But actions became to be violent. Someone fought back. Someone else threw a bottle. Someone else set fire to a nearby car. Martin also was killed by VIOLENCE.

What is my favorite day?
Suzy C.
This question is terrible to me, because every day here is the same to me except Friday, because I don't have class, and I can clean my house, and listen to music the same time, and then do my homework.

 But in Brazil, I love Saturday and Sunday, same time I woke up early on Saturday, because the phone doesn't stop ringing, everybody invites me to do

many things. I remember my friends saying, "let's go to the beach!" " let's go to the club", "hey I'm going to barbecue, do you want to go?" "let's go shopping ", "let's go watch soccer "Let's play volley' ping pong, soccer, I'm going to Cutijuba Island, I waiting for you, hurry hurry! I will pick up you in five minutes ". Anyway, it's crazy but I loved it. On Sunday in Brazil I go to Church, and after Church I stay there, and only talk, talk... for three hours, then I came back home. Usually every family has one big lunch, and music. It's very noisy, especially in my home .I loved it, because I could stay with my family. So I like Friday here, but I loved Saturday and Sunday Brazil.

My Essay
Jessica W.
We study many lessons, such as math, literature, art, physics, and biology. Of them, I like literature the best. Because it makes emotion. It needs skill or talent, but essay is different essay isn't talent. Only my thinks about write, bu1 essay need to skill. I must to study writing skill for essay.

The 1st skill I must study is purpose. What kind thinks purpose? It's an inference word make Brainstorm. Guess word find idea. In other words explain why the other side is wrong. My purpose for this essay is persuade, people that important.

The 2nd skill about audience. Who's my audience? I don't know. They want to something. Why, How about that write. My audience is class friend or teacher.

The 3rd skill is draft put my ideas write. Don't worry about mistake and Why, or How about my information my opinions. When I'm draft. Why is it important study?

The last skill is edit. It is very important. Its additional reasons, the fixing grammar, fixing spelling punctuation, article appearance, and check teacher. The conclusion all of the finished. So briefly restate the reason my argued previously and my thesis statement.

In conclusion all of the all the time remember skill everyday try. I'm must to essay skill. I'm going to pass TOEFL test.

If I were principal of this school…
Kazu T.

If I were principal, I would made a drastic reform. First, I want to admit all kinds of people, like members of the strongest baseball team-- a man has a lot of culture, another has a lot of power. And I do not want to give them credits to graduate easily.

Second, I want to dismiss the teachers who are not eager, are poor at teaching or do not have culture. And I want to ask my students whether I should do it or not, by using questionnaires.

Finally, I want to dismiss the office workers who are not kind of students and teachers or are not neat.

If principal of this school make these reforms actually, it ought to be hard for him to do these. Because it is hard to dismiss his friends and not give his students credits to graduate. But the school ought to be better, if he do not continue these. And I think that it is capitalism.

Change in Mexico
Mario A.

I would change the political system and the election system, because the people in my country don't have a good feel for the political system. I think this system is not the best for the progress. And only little group of person take a decision for my country. I think is necessary young people in the government to apply the new ideas and the young generation take a decision. I know is the responsibility to my generation study and prepared for this responsibility. The system is very old, they have 70 year and now is not good, is necessary refresh the system. And other change is the environmental laws, because the forest, rivers, beach, and other places is contaminated and all this is a action to the bad political system. And I think the people in my country need help for understand the mean of the freedom, the mean of the Lord in your lifes. But I think is possible because all the people in Mexico have a big heart, and have a good ideas.

Rain forest dazzler butterfly
Y. Angela

Introduction
One day, my classmate went to go Bean Museum at BYU. The museum is very interesting. I watched many countries animals. I look like many butterflies. There are colors all different kinds. Butterflies very wonderful and beautiful. There are very interesting for me. I was looking one butterfly. It is name is Rain forest dazzler.

Look like
I like the look of the Rain forest dazzler butterfly. It is very wonderful. There are blue, brown, white and dark orange colors. This butterfly have looks a

head, thorax, abdomen, two antennae, six legs, muscles, four wing and two eyes. This butterfly is little bigger than many butterflies (Museum).

Where

This butterfly is live forest. Rain forest dazzler is very vulnerable. The rain, rest and in daylight hours when It have life logs, crevices in rock or tree overhang of houses (Butterflies).

Eat

Also sometimes we are look butterfly. There are usually sit on the flowers, because they are ear sip flower nectar. Also they are eating water; imbibe fluids from sap flower on tree, rotting fluids and bird droppings or animals' dung (Butterfly.com).

Interesting information

Butterflies have many enemies, because butterfly is an insect. They enemies are Ant, wasps and many birds. Butterfly has strong muscles. There have thorax and wing. Butterfly is growing up for stages. There are First, egg. This is within 2-4 days. Second, the egg hatches into a caterpillar or larva. This is within 2-4 weeks. Third, the larva forms the pupa or chrysalis. This is within 1-4 weeks. Finally, When adult butterfly is usually hatch within a 25 minute. The chrysalis matures into a butterfly. This is within 2-4 weeks. We only like and touch a butterfly are wing. But butterfly's wing very soft. Please don't touch butterfly's wing (Butterflies).

Conclusion

I really like butterfly. It is very interesting insect. There are looks very beautiful.

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I was reading Bean Museum at BYU, Butterfly& month book and www.butterfly.com.

My Goal
Waka H.

Everyone asked me "why are you going to America?" I had a good job and a high income. I lost my job as a network administrator when I went to the U.S, but it was my decision. I hope for peace of in the world. So communication may just help for peace of in the world. I thought about it. Then I thought the Internet and languages are would peace a very good way. So I decided to go to the U.S, learn English, and study Internet networking.

So, my career goal is to become a specialist in network administration in Japan or Utah. I hope to help people indifferent countries talk to one another through

the Internet. I couldn't do this long ago because I didn't have any money and the Internet was not around yet. But now every child can use it. I'm Japanese, and I wish to teach Japanese children how to use Internet communication. Because Utah helped create the Internet, I want to work and study here. Now, I can connect, help, and fix any things with the Internet. And when it's connected. After I help them they are happy. I like my job because I make people happy.

Now, how do I reach my goal? First, I study and learn English at the ELC. Next, I study Internet connection at Cisco Network Academy. Then I gain experience by practice, because the Internet is a job that requires experience. Then I'll get job with Internet, I study hard!

Giant clam
Rie Y.

Introduction

One day I met very wonderful shell, named Giant Clam in the museum. I feel as if I see the sea as soon as my eyes close in front of the shell. How fantastic and mysterious!! I thought that I would like to introduce it when I met it. I was fascinated by it in a twinkle!

Looks

Giant clam is white and is one of large shells. "This giant Clam is a soft-bodied animal that lives inside a strong, hard shell." The size is about sixty inch and the largest one looks very heavy and old. "The two sides of mantle join together" (Bean Museum, Ocean: The living world, p. 16).

Where

Usually they stay in the bottom of the sea. The clam's soft body is supported and is protected by the shell in the deep sea. They drift past in the seawater (Bean Museum).

Eat

The Giant Clam's main food is plankton. So it is microscopic plants. They jump as the way to eat and to move in the bottom of the sea. Although it is slow to move, they can eat quickly so it is so fast to get a prey in the sea (Bean Museum).

Interesting facts

There is nothing a head of them. They can't breath by their self and we can't feed them who are different from other animals. They need seawater for living. And then we usually are unable to keep as a pet in our house although they look very beautiful and lovely (Bean Museum).

Conclusion

The Giant clam was known whole in the world as a very famous shell has Venus of Love and Beauty. There is one oil painting about it. One art museum has the oil painting which is very wonderful. You will be able to meet it when you go to the art museum or to watch the book of art picture in the library. And then Giant Calm really is romantic shell so it is treasure of the sea (Bean Museum).

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To visit on vacation someday
S. Tuul

I like to visit on my vacation someday in KHuvusgul. The KHuvusgul in the Mongolia. The KHuvusgul in very wonderful place in Mongolia.

The Khuvusgul have a ocean.The Mongolia have a only big ocean called name Khuvusgul.Thas why in the Khuvusgul is most beautiful place. The Khuvusgul ocean also very clean, nise all good things over there. The Khuvusgul ocean have a big boat, if I visit in Khuvusgul I can sit boat because befor my life I never sat boat.

Anoter things in Khuvusgul have a lot of kind animuls for example deer. The deer is very beautiful animuls. The Khuvusgul people used in deer in there life like winter time used spare deer. The deer is very big animuls. And deer is also very kind of people.

The Khuvusgul is also have a horse. Horse riding is probably the most popular outdoor pursuts in Mongolia for Mongolians as will as foreign visitors. There are more horses in Khuvusgul than there are people. horses tend to be smaller here than in Europe and techninques to riding are somewhat different. The best time to go riding is from june to September when the horses have recovered from the winter.

The khuvusgul have a own traidion and different rwligious. most Mongolia have a same religious. only in Khuvusgul have a different religious they called Buu For example the Khuvusgul only used deer in there life. Then there religious very interesting like there receive the religious. The confidence is very different than other religious.

I want feeld all this things my heart, because I hear all this things. Now I want to spend my vacation in KHuvusgul.

Appendix B-2
Example Essays
Intermediate Proficiency

Helen Keller
Jessica W.

I have ever read Helen Keller. Its very much impression She life is very educative for give to me. Because, I am normal person, but she is deaf, dumb or blind. So she does to do everything. She is writing reading or speaks, but I'm lazy. I don't study or read books. So she life respectable for me. Helen Keller is one *of my* hero.

First, Helen Keller born is no problem but One day she strange sick. After she became deaf, blind. She parent too much like her, but she is grow up. She doesn't read, writ, speak, they're yes ok. Only worry about her parent.

Second, One day her parent think. She need to teacher. So they found a teacher. Teacher comes to the house. Teacher name is Anna. She teaches very hard. First time Helen or Anna was very difficult time. All conversation is hand and hand, but finally she understands. She like read books.

Third, a few time ages. She want to go a collage first time teacher Anna is worry abut, but she decide go to collage teacher together go to school. Helen very hard study finally she get to the graduation very good score. She doesn't just study. She continues has to lecture again and write books. She always tries.

In conclusion, I like this story. She always tries everything. I hope so all the time remember I'm wake up my mind.

Compare and contrast the different between having fun alone and having fun with a group of friends
Tim C.

Somebody like having fun alone and the other people likes having fun with friends together. Every one has different life styles, but every one uses their comfortable styles for their lives.

Those who like having fun by themselves, they don't have to care about other people's ideas, really enjoy themselves by being alone. For example; I have a friend, He always having fun alone. He like to watch movie and go shopping alone. When I ask him "why do you won't to watch movie and go shopping with friends?" He said: "because I felt free if just only me did those."   And those who have fun alone, they interests in computer, they don't need to find out fun thing with other people. But they are happy too. Some computer engineers are like this kind of people. So some people who like having fun alone, they always can find good reason for by themselves.

Those who like having fun with a group of friends. They need care about other people's feelings. They most talk to their friends about their ideas and feelings. But they can have fun with other people together. They may to watch TV and movie, BBQ and play baseball together. They share their successful and fails' experiences with a group of friends. For my case, I like having fun with my friends. When I cooking, I like share to my friends. Because when I share my cooked with my friends I felt that my cooked was more delouse than just only I had. I felt that I had successful.

A person having fun alone and a person having fun with a group of friends are different. But they have some things in commons. Such they can find out delights from himself or his friends. They can let off their emotions with their own ways. They know how to have fun, even he is the one having fun along or having fun with a group of friends.

If you like playing basketball, just do it with your friends. Don't care about you will win or lose, if you win, that fine. But if you lose, that ok, because you had excise, you got funs too. If you don't like having fun with each other, no problem, you can play billiard with you own, you can find out fun too. Even every one are different, just be yourself, maybe you're a person "having fun alone", and maybe you're the person "having fun with a group of friends". Just be you. Enjoy your life with the most comfortable ways you think. You will find relax and fun for you.

About personality (first draft)
Naoko T.

If I decide my husband, I think his personality is very important. Of course I may feel my heart beating from cool appearance. But he is not good appearance, his smile could make me smile. His personality would give me   a lot of valuable things.

The first thing is that his kind personality would give me courage. If he is thoughtful me, I may have confidence in my ability. And we will influence on one another by we are together. Therefore we might work harder than we have power. I think these actions are very good for each other.

The second thing is that we can make snug family. If he likes children and housework, we will cooperate with him in doing the work. And we are able to be good adviser for my children education, housework and our life. My parents are good pair. Of course they are old and their appearance is not good, but my mother became sick my father took care sweetly to her. And he played my mother role for my brother and me. Our warm heart make nice family.

The third reason is that we could enjoy talking. If we have same sense of value, we discuss long time about varied things and we would know much information. We will not have same opinion, we can improve each other. So our heart and idea can always develop.

Good personality will bring big happy. It is most important for my life. If I have a lot of money and good appearance, I may feel lonely. Thoughtful heart, nice family and enjoy talking are going to be very warm keep on my aim. So I think all the world of personality.

About personality (second draft)
Naoko T.

When I talk good personality person, I can get good feeling and follow her good thing. And I can get nice personality. If I decide my husband, I think his personality is very important. Of course I may feel my heart beating from cool appearance. But he is not good appearance, his smile could make me smile. His personality would give me a lot of valuable things. And our personality can change our appearance.

The first thing is that his kind personality would give me courage. If he is thoughtful me, I may have confidence in my ability. For example my friend was not good cooker. But every time her husband said " Your foods are very delicious". So she became like cooking, then she worked hard to cook better and she thought about nutrition. Now she is good at cooking and her husband is more content. We will influence on one another by we are together. Therefore we might work harder than we have power. I think these actions are very good for each other.

The second thing is that we can make snug family. If he likes children and housework, we will cooperate with him in doing the work. And we are able to be good adviser for my children education, housework and our life. For example my parents are good pair. Of course they are old and their appearance is not good, but my mother became sick my father took care sweetly to her. And he played my mother role for my brother and me. Our warm heart make nice family.

The third reason is that we could enjoy talking. If we have same sense of value, we discuss long time about varied things and we would know much information. We will not have same opinion, we can improve each other. For example when my mother worried about my selfish action she talked my father. He trusted me, so he said " Naoko is already a adult. We have to believe her." She could calm down. And I saw their attitude I changed my mind. I thought that I have to have responsibility. I think our heart and idea can always develop by we have good choice.

Good personality will bring big happy. It is most important for my life. If I have a lot of money and good appearance, I may feel lonely. Thoughtful heart, nice family and enjoy talking are going to make heaven. And I keep on my aim. So I think all the world of personality.

Pets
Pablo A.

If I want an unusual pet, I could choose between snake, goat, or monkey, I'll choose a monkey.

There are a lot of reasons that I prefer this animal in my home share with me and my family. First, those animals are no dangerous or wild, so it is good to have at home, even do, sometimes they are angry and could attack somebody. secondly, I like the way that they look like, they are pretty and cute animals and you can't play with them and a lot of things that you can do it. finally, the monkeys are really similar to the human people so you can feel something o maybe have one monkey like a good friend. I like this kind of animals and maybe I'll like to have one at home but I don't like pets to take care in my home so I am ok right now.

The snakes are not pets. I think that is a really dangerous animal to have at home. snakes have a wild and ugly appearance and they are so bad to take them care. we don't know to much about snakes, so it means that maybe you'll have some problem with those kinds of animals in your home. I think that nobody or really rarely families have a snakes at home but it is not a good idea so don't try to have one at home even do if you know about them.

Finally, goats are so bored animals for me. they don't have anything that you can laugh or feel. they just produce milk and a lot of things but if it is a pet, you don't need the things that they produce, so I think that it is not a good animal to have at home, and also it is so big and sometimes makes noise at night and I don't like to somebody interrupt me dreams so I don't want to have those kinds of animals.

Against Korea company culture
Min Ho J.

After graduated school, There was a meeting for the company's development. I was surprised that no staff expressed his opinion, and many Korean spend a lots of time for their work from nine a.m to seven p.m, sometimes to nine p.m. I felt that Korea company culture should have opportunities to allow people to give opinion and shorter work time.

Korean employees should have more chances to give opinion. Korea company has been so much controlled by one owner or one boss. It is called' Authority'. That vertical organization doesn't produce any originality. For example, When I was working in the company in Korea, a German partner's staff came to the Korea for the contract. Boss, manager and the staff got on the elevator for the lunch. Many Korean employees were waiting and standing for the elevator. However, they didn't get on the elevator, even though there were many rooms in the elevator. It was said that German staff saw that scene for the first time though he traveled many nations. Employees are waiting for the sign of the boss. They don't set their opinion forth.

Korean employees should work shorter than they do now. Many Korean work late at night. They work to Saturday. It is said that their healthy was hurt with their fatigue. Korean father is always tired and wants to sleep every Sunday. There isn't family activity. The company claims employees to develop their ability. If they didn't develop their capacity, they would be given to the discharge. Nevertheless, they have no time to develop themselves. For example, my many friends work to eight or nine p.m. They are busy in sleeping in the Sunday. They say that they are able to understand now that their father didn't move around and play well with us every Sunday. They should take a rest for their growth.

In conclusion, if Korean company wants to develop, the two items mentioned should be changed. The company will have to make the environment for employee to get a better opinion from the other side. If so, employee will attend in the development of the company voluntarily. Fatigue is also important to lessen for a good outcome. The company's maintenance depends on employee's voluntary participation and not-fatigue leaded to a long time labor. I am sure.

My dream
Tatyana H.

I came to America from a little country called Bulgaria. I am a child of divorced parents and because of that my mother had to work hard. I spent a lot of my time with her. I grew up in the local movie theater were she worked.

My American dream started after seeing a lot of movies about this. I saw how movie directors showed their dreams to us. My dream was different a dream about a poor ordinary girl. I often dream about freedom. The same freedom I saw in American movies I was in communist system, freedom was something inacessible. At this time I couldn't express my opinion, this system forced the people to have the same opinion like there teachings. It is hard to live without the opportunity to be yourself, to have dreams, ambitions and hopes to express this through the your point of view. I didn't like to live under a dictatorship of incompetent leaders. Now I am here in the place were all dreams can be real, where people aren't scared to express their pinions and are free to control their life.

In America all the people dream about a good education. The system of learning here is very different from my country. Here students go to University because they expect to have a good education and job. Now I have the opportunity to learn English in BYU language center and here I have a chance to learn my 3 rd language and also to be prepared in the best way to study in a University. This is the most perfect part of American dream that everyone can receive a good education.

I arrived in the United States to get a good education. In my life I have only one big dream it is one day to pursue a movie profession. Here I can see how American dreams come true. Lots of hard work and education are the key to success. When I was at home people often told me that I am a dreamer and dream about impossible things, but here I can see how every impossible dream can be real. I still dream about how I can return to my little Bulgaria with a good education and make a movie about the American dream and help people to understand that this dream can work. Everyone can construct his national dream. I would like to share one quotation from Selma Hayes: "I also think that many times we dream somebody else's dream not our own. You know it is not your own when you don't enjoy the process of working toward it. If you dream something because you think that if you achieve it you are going to be more loved or you are going to be accepter or people are going to respect you."

TV
D. Enkhee

Some people talk that television has destroyed communication among friends and family. I'm disagree with this opinion.

Our television satellite has 30 sometimes more channels in Mongolia. Out family like to watch together a movie. This movie has many series. It shows about a family. This family has seven children. This movie shows about relationship between parents and children and their friends. This movie shows on every weekend. We eagerly wait it, talk about it. It helps us to communicate more and to be together more.

Sometimes we watch different channels. For example, I like to watch Russian channels and Discovery. Russian channels program about traveling is very interesting. Other members of the family can't watch it. In this case, I talk to them while we are in lunch or dinner. It is a chance to communicate family members or friends.

I think TV helps to people to communicate with family and friends. Because TV programs have informational and educational value. So TV programs are one topic our conversation.

THE BEAVERS
Kei E.

Introduction

I will tell about a kind of animal. Their name is Beaver. Have you ever seen Beavers? I had watched only on TV and pictures. Last week, I went to Bean Museum. And, when I saw Beavers, I wanted to know more about them. So, I researched about their life style. Now, I will tell about "What is look like?", "Where do they live?", "What do they eat?" and "What are their interesting facts?"

What is look like?

First, I describe about Beavers. Their size is about 40 inches include their tail. And, their weight is about 30 to 60 pounds. Their legs, arms and tail are black. Their fur is very soft, silky and warm. And, that color is brown or gold. And then, their teeth are so strong, because they cut trees with the teeth. And, the teeth never stop growing. And, the teeth work like our fingernails. Finally, I describe about their tail. Their tail is wide and scaly. And, it looks like a flattened pinecone. The tail has three purposes. First, they can swim with the tails. And, they control themselves in through water with the tail. So, they are good swimmers. Second, when they carry a heavy log, they use their tails for balance their weight. Third, when dangerous come, a Beaver slaps its tail against the water with a loud sound. When the other Beavers hear the sound, they dive to the water for safety (Bean Museum, Nature's Children: Beavers).

Where do they live?

Next, I will tell you where they live. Beavers live in all over the world. But, most of them live in Canada and United States. And then, their house is near the pond. If it has very high banks, they dig a burrow in the side. Especially, if it has low banks, they built a special house, lodge, in their pond. Now, I will tell how to make the lodge. First, they make anchoring sticks in the bottom of the pond. Second, they pile a lot of branches on top of the lodge. Third, thin mud that they bring hardens the branches. Fourth, they use their paws or under their chins to carry the mud. Finally, they put the mud on the side of the lodge, "covering the lodge like syrup on a stack of pancakes (Nature's Children: Beavers)". They seldom put it whole the lodge. So, the top

of lodge gets very little mud, because it allows a lot of fresh air to get in the lodge". So, the mud less roof is very important for Beavers (Nature's Children: Beavers).

What do they eat?

And then, I will also tell what they eat. Their favorite foods are water lily tubers, clover, apples, the leaves and green bark of aspen and fast-growing trees. In spring and summer, they like to eat juicy scrubs and tree buds. In fall, they eat more bark than spring and summer and put on fat for the winter. And, they cut down many trees and nibble them into small pieces. They save them in the piles that are in under the water near their lodge for winter. In winter, sometimes, the pond may freeze. So, they can't to swim to the piles. If there is no food in the piles, they eat their lodge, because it is made of branches (Nature's Children: Beavers, The Beaver).

What are their interesting facts?

Finally, I will tell what their interesting facts are. In the wintertime, it is very important that keeping warm and dry for the Beavers. For that, their fur is very warm as I said in paragraph 2. I will tell why their fur is so warm. Their fur has two layers. Outside layer is long shiny "guard" hair. Inside layer is thick, woolly and short. The fur takes care of Beaver. Therefore, all Beavers have a pair of glands near their tails. And, it makes special oil. They spread the oil through their fur with their paws. For the oil, their body keeps dry and warm even after an hour of swimming. In other words, they have water proofed fur (Nature's Children: Beavers).

Conclusion

In conclusion, their looks are small and cute. And, they have strong teeth and special fur. And then, they live in their lodge near the pond. And, they eat juicy scrubs, tree buds and barks. And, their special fur protects them. I think that you could understand about Beavers than before. If you can, please try to see real Beavers. I think you may be to love them.

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The Wizard of Oz
Takuya I.

Oz is dream world, and also these characters are imaginary things except Dorothy. this story included some real things, especially their mental things.

When Dorothy met these characters they had already had pure mind which they want. For example, when Dorothy met Scarecrow, he took her basket so that

she did not feel tired. Then he had good brain. Another example, when Dorothy met Tin Woodman, he still loved pretty Munchkin girl. Then he had already had pure heart which can love someone. Another example, during they were going to Oz, the Lion helped his company many times, and he was not afraid of it. So they just did not know themselves. And they 'r give up to get own dream. So finally, they can get it.

As say about Dorothy, she is one *of* the normal American girl, like symbol *of* America. So she is not imaginary character. And also she never gives up to get her dream as go back to Kansas. Finally, she got her dream. In other side, great Wizard Oz was normal human, but he has confidence myself, so he could be great Oz. And people who do not have confidence believed it. For example, they regarded Emerald city as everything is green completely, but in the true it was not.

In conclusion, this story makes us think about ourselves. If we had confidence myself, our life would change better. In fact, their life was changed when Oz gave each character something. So their dreams came true. This story is almost real story.

Using cell phones while driving
Choon Gu B.

Cell-phones are one of the hot items nowadays. It gives us wonderful communication opportunities with each other. It is very convenient, but there is something we must not neglect. That is the use of cell-phones during driving. It caused of a lot of car accidents. To protect car collisions, we must not use the cell-phone while driving. Rather we must have headsets in the car.

Personally, I have seen a lot of car accidents, Caused by cell-phone use during driving. One day, I was driving on university Avenue, and a car was turning right. The driver was on cell-phone. A few moments later, I heard crash sound. Once more I committed to myself, "Not to use cell-phone during driving." We should set a law which would require the use of a headset in the car. I am sure it would prevent more accidents.

Communication is very important to each other. But human life is most precious. Using cell-phones during driving is as dangerous as drunken driving. It is hard to concentration during driving. Dear BYU students, you are all ambitious and precious. Now I urge you, let us not use cell-phones while driving. If it's really necessary, install the headset. Let's press our congressman to ban the use of cell-phones. Let's make our communities better.

Appendix B-3
Example Essays
Advanced Proficiency

Provo busses are inconvenient
Chan Young J.

Provo has one of the biggest University campuses and student populations per capita in the U.S.A. Every day this city is busy because of students. And now, I want to talk about problems of public transportation systems in Provo. Many people are having problems because of it.

[When I go to the B.Y.U library, I usually walk there. Although there is a bus which goes there, I don't use the bus, because it might take the same amount of time or longer to get there. We spend a lot of time waiting for a bus. I think many students think like that and don't want to spent time at the bus stop. We need more buses. If there were many buses, we wouldn't need to wait for a long time to ride a bus.

When you want to ride the bus, you have to check the bus schedules. If you have the schedule list or can use the internet, it is fine. But if you are outside and you don't have a list, it is very difficult to find information. Bus sign systems on the street need more information, such as maps of the bus routes and how far away the next bus is. It makes it more easy and comfortable to use the bus system at anytime and anywhere.

Most people who live in Provo are students and they might not be rich. A good bus system can help these students to enjoy the cheap and comfortable life in Provo during their studying. It might be hard right now because of financial difficulties, but we can make the first step for better bus systems and better student lives in this city.

Free music file sharing should be OK
Memo R.

Lately, the industry of music is really mad with the programs that are working in internet giving free music to the users. There are many programs that give this kind of service but one of the most popular at this moment in USA is Kazaa. Kazaa is a free program which users can get from internet gratuitously (free) and it's easy to use.

The industry of music is losing a lot of money each year because this new kind of service, but this industry each year earn too much money from the costumers, too. Two months ago I was watching MTV and I saw a program about rock, rap, pop stars (the crib). This program showed the houses and cars, even the life of all these stars and that make me change my mind about buying music from stores. All of these artists have really expensive life.

By the way, I totally disagree about the pirate music and that is the good thing about Kazaa. Kazaa has two forms to give music or files. One of them has a cost, it means that you need to pay for music or any kind of file and the other one is free. Kazaa is just like a bridge to the users to interchange files. So, for this reason the industry of music can not stop Kazaa. So, I don't think that Kazaa is giving pirate music because the people who make this service work are the users.

Finally, there are too many different opinions about this topic but personally I totally agree with this kind of service. Also, this program gives more than music because users can find everything; videos, software, etc. Perhaps the principal idea about all of this is that it is free.

Martin Luther King Jr.
Sanmir L.

"I have a dream" is the phrase that will always remind me of Martin Luther King Jr., an amazing black man. He was fighting to stop the segregation here in U.S.A. He did a lot of good actions for the black people. But he never used violence to fight because he was a pacifist man with good ideals.

One of the things that Martin Luther King fought to eliminate was segregation. Segregation is when some people discriminate against other people and in this occasion were the black people; they couldn't sit together with the white people, they couldn't enter through the front doors of the stores or restaurants and also couldn't sit in the front seats of the buses. For this reasons Martin Luther King organized the bus boycott. One day in December 1955, he and the black people of Montgomery, Al stated the boycott; it consisted that the blacks didn't take the bus to protest. The whites got very angry because it could affected their economy, so they attempted him and he went to jail, then the white people bombed his house. But he wasn't scared and he continued with the movement. Ultimately, the U.S. Supreme Court declares bus segregation unconstitutional (Davison, 1986; The Seattle Times Company).

Martin Luther King told black people about nonviolence resistance and he said, "We must meet hate with love" (1986, 63). This means that they could follow their ideals, but without violence. So he started the nonviolence protest in the city if Birmingham, Al. He went to this city because segregation of Negroes was

very strong, but the white people didn't like this revelation and were very angry and tried to stop him and his people. In this occasion the blacks got out to the streets and marched throw the city, but the officials arrested him and the other people in the protest and throw in jail. After this unsuccessful protest they were sad, but kept trying with the nonviolence resistance and several days latter they won and the city authorities heard their demands (Adler, 1991; Davison, 1986; Scott, 1993).

But how were the U.S. people affected? The people in the country listened about Martin Luther King and his movement and everybody was excited. Even John F. Kennedy, a President of U.S.A. was very angry with whites, who segregate blacks, and he supported and believed in King and his movement, but the white people from the south didn't like it. After all King's dream was partially completed. Today the black people are free but in some places it still exists, but it's less severe than in 1950's; and can be together with the other people.

In conclusion, it is important to mention how important was Martin Luther King Jr. dreams and his effects in the life of U.S. people. He worked hard just for one reason, to eliminate the horrible segregation of the black people in U.S.A.

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Improving ESL reading comprehension
Sandra R.

Some people enjoy reading and some don't, but regardless what they like we all need good skills to be able to read understanding what we read without taking much time. This is especially important if you read in a second language. ESL students have to faced with this problem some of them make it through universities, but in most cases they don't have the knowledge of good reading skills or at least the basics to completed their schooling. Therefore there are some ways you can improve your reading skills. The typical question ESL students ask is: what are some strategies to understand and read faster?

Previewing and predicting are two skills which are important to get started it. You should read the title and ask what do I know about the title? Then predict

or make a guess about what is in the book this skills will help you to get some ideas about what will you read and begin to read more quickly.

Scanning is the next tecnic that help you read even faster and learn to skip unimportant words in your text by having a question in mind without reading every word, only the words that answer your question. Basically scanning is searching for details.

Guessing words you don't know by trying to understand as much as you can, when there is a word that you do not know and you think it may be important for the text, write it down and also write your idea what it probably means, use the dictionary only if absolutely necessary (Stiefenhofer, 2003).

Is a good idea no to look up information in the dictionary because you could interrupt your reading and you won't focus all your thoughts. Besides is a great exercise to be able to guess every word you do not understand it will increase your ability.

Using grammar to guess a word, when you come out with a word you do not know look up the grammar structure of the sentience and decided what it needs a verb, noun, adjective or a adverb (Mikulecky and Jeffries 1996).and also see other familiar words that could be relate to the word you are looking for. This tectict will help you to get a better guess in the meaning of the word and be able to retained in your mind.

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Agribusiness marketing: Purpose, functions, and problems
Ben V.

Marketing plays a significant role in Agribusiness. Being this a main part of the Agribusiness process it is important to define it's purposes, functions, and problems. There are two main purposes, three functions, and two problems. And all of them are important in the marketing process.

Marketing , which is finding out what the consumer wants and then providing it to them at a profit, has two main purposes. The first is that marketing functions not only affect the cost of the product, but also the added value of the product to the consumer, such as space, time, and form utility. The second is that functions can be performed anywhere in the marketing system, however, they must find the most efficient marketing channel, or space, for a product (Hanson, 2003b).

To make effective these purposes, we have to keep in mind two key points. That there is a mutual interdependence between production agriculture and the marketing system, this means that Producers nee a Market and Markets need Producers; and the Marketing system does involve farm inputs (Hanson, 2003c).

A marketing function, is a mayor specialized activity performed in accomplishing the marketing process. It can be divided in three types. *Exchange* is the first. It is formed by those activities involved in the transfer of title of goods. It is divided in two. *Buying*, seeking out the sources of supply, assembling the products, and performing the activities associated with purchase; and *Selling*, the group of all the activities that are sometimes called merchandizing (Hanson, 2003b).

The second function is *Physical*. It is formed by those activities that include handling, movement, and physical changes to the commodity. It is divided in three. *Storage*, activity associated with making the product available at the desired tome; *Transportation*, concerned with making goods available at the proper place; and *Processing*, manufacturing activities that change the basic form of the product (Hanson, 2003b).

The third function is *Facilitating*. It is formed by those activities that make possible the smooth performance of the exchange and physical functions. It is divided in four. *Standardization*, the establishment of uniform measurements of both quality and quantity; *Financing*, the use of money to carry out the various aspects of marketing; *Risk Bearing*, the accepting possibility of a loss in the marketing of a product; and *Market intelligence*, the job of collecting, interpreting, and disseminating data necessary to marketing (Hanson, 2003b).

Although Marketing functions are complex, marketing still have some problems. The first of them is that being many farmers small producers, it's hard to control the final output levels. The second problem is that some farmers still use old concepts, making difficult the update of their farms. With these old concepts farmers can't expand their vision and do an industrialized or innovated business, that why new concepts have been created, to improve farming and to make it evolve (Hanson, 2003a). These concepts are :

New Concepts	Old Concepts
1. Produce, sell commodities. differentiated product	Produce
2. Agriculture as a way of life agriculture	Science-based
3. Open Markets	Specialty markets
4. Family farming	Industrialized farming

5. Tradition	Innovation
6. Open Information	Closed information systems
7. National/Regional food competition	International food competition

In Conclusion, Marketing is much more than advertising and selling, it is involved in all the Agribusiness process, from the initial production to the final consumption. And with its functions, it makes the process easier and with better results. Although it has some problems, they are not so difficult to correct, and they prove that marketing can be applied, with or without problems, and give good results.

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Which is the process to obtain drinkable water in one water treatment plant?
Mario A.

Water drinkable one of the most important resources for the humanity life. But is limited, because the humanity has not taken advantage of the natural resources and as a result of this carelessness, we have lost the opportunity to have clean water to drink. It's for this reason that everyday the governments in all the countries, they should spend large quantities of money in the construction and maintenance of water treatments plants with the purpose to provide drinkable water for the population. But which is the process to obtain water drinkable in one water treatment plant?

The structure in one water treatment plant are: Chemical mixing basin, Flocculation basin, Settling tank, Rapid sand filter, Disinfections with chlorine, Clean water storage basin, and the Pump, the plant is illustrate in a cut away drawing in figure A-1. (see figure A-1). The water utilized for clean with the objective to clean and convert in drinkable are: of lakes, rivers, and underground water mainly (Vesilind, 1997; U.S. Department of Labor, 2002).

The Coagulation and Flocculation are part of two processes of the plant, the Chemical mixing basin and Flocculation basin. Both are important to manage to clean the water. Chemicals such as alum are added to the water and other components sometimes. The purpose in this part is to clear the water of the suspended colloidal solids and the coagulation is the chemical alteration of the colloidal particles to make stick together forming flocs. Once these larger particles are formed, the next step is removing them using the process of settling (Vesilind, 1997).

The next step is the Settling. When the flocs are formed, they most be separated from the water. On this point of the process is required gravity settling tanks that simply allow the heavier than water particles to settle to the bottom. The name for all this accumulation of flocs is sludge and it is removed every few weeks with the help of a mud valve, to drain the sludge out of the tank. It is illustrated in a cut away drawing in figure A-2 (Vesilind, 1997).

The next step is the filtration. After to pass for the settling tanks, the water it is filtered for the rapid sand filter. The filter system involves two phases: filtration and backwashing. The components are sand, gravel; the filter is illustrated in a cut away drawing in figure A-3. The water from the settling tank enters the filter and seeps through the sand and gravel, through a false floor and out into a clear well that stores the finished water (Vesilind, 1997).

The Disinfections with chlorine. Following the filtration the water is disinfected with chlorine with the purpose to destroy whatever pathogenic organisms. With this purpose is monitored the quality of the water during all the process but in special in this part of the process. Because after this point the water is sent to the clear well for the water distribution (Vesilind, 1997). For example in the bacteriological measurements it is for being able to measure some serious and dangerous pathogenic microorganism as the following: salmonella, hepatitis virus, entamoba hystolica (dysentery), cryptosporidium, etc). In some parts of Europe it is used ozone, but the must common to disinfect is the chlorine (Downs, 2003; Downs, 2000).

If the water it approves the permitted standards, it is drinkable. The next step is send the water to the clear well tank for the distribution to the population. It is pumped into the distribution system, the pressure changes depending on the need of the cities (Vesilind, 1997).

In general the process to clean the water at the water treatment plant is easy to understand, you need 4 principal processes. The Coagulation and flocculation, the settling, the filtered and the disinfections with chlorine for finally sent the clear water to the population. This process during this time is very important to obtain drinkable water, and for this reason the governments in the entire world they should spent a lot of money with this purpose.

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Carlos Salinas: His government of crisis
Sanmir L.

Mexico is a country that had been supporting for seventy-two years the bad government of people of PRI party. All of our previous presidents hit and damaged our nation. Carlos Salinas was one of those presidents who walked over our country. He and his actions took Mexico to one of its biggest crisis.

Carlos Salinas was not a good person, not only stole money, also he was a killer. Research states, "Kill for passion to power affect all the people" (Hernandez, 2003). He killed all the people who he did not liked or people who could cause a problem for him self; a memorable example of this was when he ordered to kill the candidate for the presidency Luis Colosio, they were in the same party, but Colosio was a good person, and Salinas was scared that when Colosio will won the presidency of Mexico he will accused him of all the bad action that he did (Trueba, 1995).

Carlos Salinas impacted our economy in the wrong way. First, he sell the national banks of Mexico to the private industry, because he said that the country need more money and also this could help to push up the economy of the country; but this was not true, this action only affected our economy because he stole that money and we lost power of decision on our economy. Research states, "An intimate relationship exist between politics and crime" (Hernandez, 2000). Also, he misspent the money of the country; for example, he gave big bonus to his friends and politicians every year. During his government a lot of people lost their jobs and a lot of business closed because the economy was going down for the bad management of Salinas. For all these actions, our country was in economical crisis (Goicochea, 2003).

During the government of Salinas the polemical NAFTA was created. NAFTA is a trade agreement to import and export merchandise freely or without problems between Mexico, U.S. and Canada. This trade was approved in 1993. The reasons of Salinas to do this trade agreement were: to reduce the immigration to U.S., to improve the tri-national competitiveness of North America versus Europe and Asia, and, to profit from the solid economy of U.S. and Canada to

complement the Mexican economy. Nerveless, a lot of people did not like it, and they protested around the country, because they said that this trade only will benefited big companies, and the poor people will be more affected (Krauze, 1999).

The government of Salinas had a strong social impact. First of all, during his government the violence increased because the numbers of unemployed people were increasing every day, and all these people who lost their jobs to survive they mugged. Also, the kidnapping was incontrollable, all the families of Mexico were afraid to be one more on the list on the kidnappers, but the police did not do anything to control this problem because in Mexico we have corruption and the kidnappers paid money to the officers to do whatever they wanted. By the way, Salinas controlled all the news, in that way they only could say what he wanted to say, because nobody could talk bad of him and his actions (Hernandez, 2000; Krauze, 1999).

In conclusion, Carlos Salinas was a very intelligent person, who used his intelligence in the wrong way, just to beneficiate himself. Therefore, his government destroyed the economy of Mexico, and the country got to have the economical and social crisis. Now we are getting out of that crisis as a nation and as people, now we can trust in our new government and the change keep going.

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What is the best method to help your child learn more about the language? (first draft)
Luana B.

Children learn language and speech by listening to the language around them and practicing what they hear. In this way they figure out the rules of the language code. It's not learned all once but in stages over time. Your child, as an individual, is different from the others; so, it's better don't compare his language abilities with those of someone else. It's up to you help him improve such abilities. Therefore, what is the best method to help your child learn more about the language?

Listen to your child. He has to notice that you give your total attention when people talk to you and first of all when he talks to you. Make him know that as you pay attention when he or other people talk as you expect it from him and people you are talking with. In fact, when you realize that your child is not

paying attention when you are saying something important, don't keep talking, stop and get him to pay attention. As you do so, try to involve the whole family. Encourage him to talk in front of a few family members about his own experiences at school or with his friends, being concerned more on the child's message than on the errors he makes. (Hamilton, 2000).

Talk to him about a lot of different things. Share with him some your ideas and ask him questions. This could help him think deeply about a specific topic and understand how things work in the world. Encourage him to talk to you about his ideas, his doubts and answer to all of his questions. He will feel like being important during your conversations. And everyday, think about new words he might not know and use them into conversations. It will be so much easier for him to recognize these new words in textbooks if you have provided him before good explanations using examples, comparisons with other objects, images. (Hamilton, 2000; Kid source, 2003).

Read to him everyday even if you think he is too young to understand. If your child is old enough to be able to read by himself you could choose more complicating reading materials, trying to clear up concepts that seem to be new and hard to understand. Sometimes when you are reading a story, stop and ask him questions, such as: "What do you think is going to happen next?" Or, "Why in your opinion the character did that?". Help him recognize what is read with the reality. For example, if you have read about an animal, you can remind him that he probably saw that animal on TV or at a zoo. Don't force him to read something he doesn't like but try to find something that he might be interested in. Don't mention all of the errors he makes when he reads, this might embarrass him and make him scared to read. Doing thin you will make reading enjoyable. (Bartlova, 2003; Hamilton, 2000).

Encourage him to write. Let him see every time you write emails and letters. When he has an assignment, give him suggestions and answer to all of his questions. This can help him organize his ideas and' when he wants you to correct what he has written, before you have to give compliments and then correct his capitalization and punctuation errors, just point your attention on things he has done well. Ask him to write, for example a little note at the end of a letter to a relative. And also you could provide him with colored papers and funny pictures to write on. (Bartlova, 2003; Hamilton, 2000).

Listen to your child. Talk to him and encourage him to talk. Read to him. Children's linguistic ability depends on you, parents. You just have to take time to do everything possible to follow your child in his language development.

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What is the best method to help your child learn more about the language? (final draft)
Luana B.

Children learn language and speech by listening to the language around them and practicing what they hear. In this way they figure out the rules of the language code. It's not learned all once but in stages over time. Your child, as an individual, is different from the others; therefore, it's better not to compare his language abilities with those of someone else. It's up to you help him improve such abilities. Therefore, what is the best method to help your child learn more about the language?

First, encourage him to talk to you about his ideas and his doubts. Children like to be at the center of all of the attentions, and he notices if you give your total attention when people talk to you and first of all when he talks to you. If you pay attention to what he is going to say, he will feel like being important. Consequently he will want to talk especially in front of a few family members about his own experiences at school or with his friends (Hamilton, 2000).

Talk to him about a lot of different things. Share with him some your ideas and ask him questions. This could help him think deeply about a specific topic and understand how things work in the world. And everyday, think about new words he might not know and use them into conversations. It will be so much easier for him to recognize these new words in textbooks if you have provided him before good explanations using examples, comparisons with other objects, image (Hamilton, 2000; Kid source, 2003).

Read to him everyday even if you think he is too young to understand. If your child is old enough to be able to read by himself you could choose more complicating reading materials, trying to clear up concepts that seem to be new and hard to understand. Sometimes when you are reading a story, stop and ask him questions, such as: "What do you think is going to happen next?" Or, "Why in your opinion the character did that?". Help him recognize what is read with the reality. For example, if you have read about an animal, you can remind him that he probably saw that animal on TV or at a zoo. Don't force him to read something he doesn't like but try to find something that he might be interested in. Don't mention all of the errors he makes when he reads, this might embarrass him and make him scared to read. Doing thin you will make reading enjoyable (Bartlova, 2003; Hamilton, 2000).

Encourage him to write. Let him see every time you write emails and letters. When he has an assignment, give him suggestions and answer to all of his questions. This can help him organize his ideas and' when he wants you to correct what he has written, before you have to give compliments and then correct his capitalization and punctuation errors, just point your attention on

things he has done well. Ask him to write, for example a little note at the end of a letter to a relative. And also you could provide him with colored papers and funny pictures to write on (Bartlova, 2003; Hamilton, 2000).

Talk to him and encourage him to talk. Read to him. Encourage him to write. Children's linguistic ability depends on you, parents. You just have to take time to do everything possible to follow your child in his language development.

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Solar Energy (first draft)
Mickey P.

Have you ever thought to live without solar energy? Of course, we can live. But someday we will not be able to live without solar energy. Solar energy is getting more important than before. Now we have many kind of energy. Long time ago, when we wanted to do something, we couldn't do many things. We didn't have enough energy. Energy has many kind of types that are man, fire, chemical, nuclear, solar etc. Now energy is the most important thing in the world. Lately, solar energy is getting important

How does solar energy work? Solar energy has the infinitely energy. Powerlight.com said, " Solar cells are converts. They take the energy from sunlight and convert that energy into another form of energy, electricity. Solar cells convert sunlight to electricity without any moving parts, noise, pollution, radiation, or maintenance"(2003). It means that solar energy has many good things.

What are solar energy's good points? It is that solar energy doesn't have to worry about pollution. Robert said," Solar heat is environing mentally friendly. Solar heat does not pollute or produce greenhouse gases. It helps conserve the earth's energy resources for our children and grandchildren"(2002~2003). It means that solar system doesn't have any pollution. So we don't worry about pollution. As our science improve, we have to use the solar energy. We are worrying about pollution. Auburn said," The largest solar photovoltaic (PV) system in Europe using triple-junction thin-film has been announced by Uni-Solar" (2003,11).

But solar energy also has bad things, when weather is bad or cloudy, we can't use the solar system; therefore, the solar energy's equipments are also very expensive. So if we solve the problem, we can use more useful than before. Now we don't use the solar energy. It is not infinitely energy. We can use forever.

Many scientists have been working about solar energy. Solar energy's good things are getting improved. So someday we can live without energy problems. Many people may be feeling solar energy are future's important energy.

We have a lot of type's energy. But they have a lot of good things and bad things. We can't live without energy. So we have to choose it well. We have to know what is good or bad. Solar energy doesn't have bad things that don't concern our environment. It also has weak point. If we will complement about solar, we don't need to worry about future energy resource.

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U.S.Department of Energy, (2003). Solar electricity. Retrieved November 3, 2003, from Power light.com website: www.powerlight.com/solar/solar_basics.shtml.

Solar Energy (final draft)
Mickey P.

Now we have many kinds of energy. Energy has many kinds of types that are man, fire, chemical, nuclear, solar, etc. Lately, solar energy is getting important. But someday we will not be able to live without solar energy. Nowadays, many people want to know about solar energy. In addition, solar energy's good points getting be known many people.

How to work about solar system. Research said, "Solar cells are converts. They take the energy from sunlight and convert that energy into another form of energy, electricity. Solar cells convert sunlight to electricity without any moving parts, noise, pollution, radiation, or maintenance" (2003). It means that when we want to use solar system, we can use forever. Also we want to use the solar system, we can use just bright day.

Solar energy has many good things. At first, the solar system doesn't be harmful to environment. Nowadays, we are worry about our environment. But solar energy doesn't worry about pollute problems. Robert said, "Solar heat is

environing mentally friendly. Solar heat does not pollute or produce greenhouse gases. It helps conserve the earth's energy resources for our children" (2002~2003).

Solar energy has many good things. The second, the solar system doesn't run out forever. It means that we don't worry about energy problems anymore. Every energy is getting run out. Any energy can't use forever. But solar energy we can use forever, even though the earth will be destroyed by something. Auburn said, "The largest solar photovoltaic (PV) system in Europe using triple-junction thin-film has been announced by Uni-Solar" (2003, 11). It means that many people are getting to know solar energy will be future an energy source.

Solar energy also has many bad things. We can't use the solar system, when the weather is cloudy or rain. Because we can't gather sunshine. And then, solar system's equipment are very expensive now; therefore, we want to use solar system, we have to wait for a long time. For example, a house institution the solar system, the house can't buy big machine. Also we can't save much energy, if we don't have a big machine.

Many scientists have been working about solar energy. When we solve the problems, we don't need to worry energy problems. Someone worry about that if we find new an energy source, another energy factory will be closed. It's true. But when we think about our future, we have to find new energy source. Another energy is getting to run out. Another energy also has many environmental problems. If we will complement about solar, we don't need to worry about future an energy resource.

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Appendix C-1
Example peer review activities
From *Sharing and Responding*
By Peter Elbow and Pat Belanoff

No Response

- Student reads his or her own paper aloud to at least one listener, who makes no response.

- "No response is valuable in many situations" and students can learn "an enormous amount from hearing [themselves] read…to someone else."

Take turns reading your essays out loud to your group.

Just listen while the papers are read.

Author: You will find problems as you read out loud. Mark these errors as you read and fix them later.

Pointing

- Responder points out "which words or phrases or passages strikes, sticks in the mind, or gets through to him or her.

- Good for timid or inexperienced responders.

- Helps the writer "establish contact with audience."

Read your partner's essay.

When you finish, turn in over so you can't see the words. On another piece of paper, write down the words or information that you remember that you think is interesting.

Give the notes to the author.

Author: Use the notes to determine what the audience understood and remembered. Use this information to decide what to MAD in your essay.

Center of gravity

- What seems to be most important in the essay? "Sometimes a seemingly minor detail or example can be the center of gravity."

- Good for finding parts of the essay that "might be worth exploring and developing."
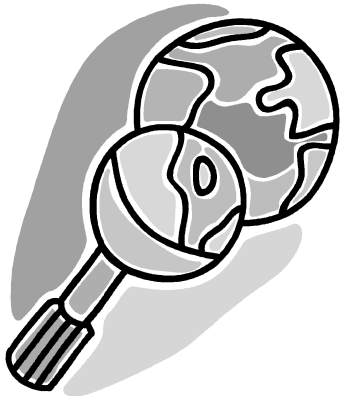
Read your partner's essay.

After you finish, circle the topic that you think is THE MOST IMPORTANT in the essay.

Author: Do you agree with the reader? If not, why not? Perhaps your essay needs clearer organization or stronger examples to help your reader understand your purpose. Or perhaps the reader found an important topic that you need to explain further by adding more details.

Summary

- Summarize the essay (main ideas)

- Try to summarize exactly what the essay says.

- Good for the writer to see if the audience found and understood the main points.
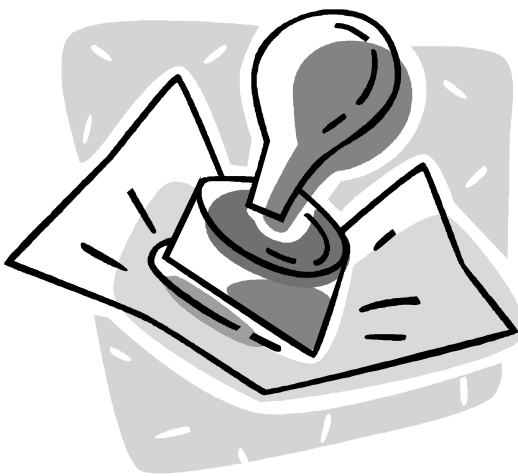
Read your partner's essay.

After you finish, turn over the paper so you can't see what is written.
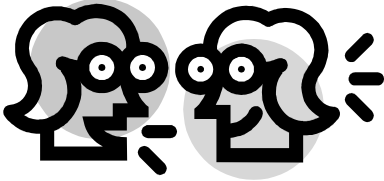
Talk with the writer and try to repeat the main ideas of the essay exactly as they were written. Try to use the same words as the writer to explain the main ideas.

Author: If it was hard to find the main ideas, you might need to revise your organization. If the ideas were hard to repeat, you might need to make your writing more clear.

Sayback

- Summarizing, but in the reader's own words, not the writer's words.
- Can help the writer find easier ways to communicate to the audience.

Read your partner's essay.

After you finish, turn over the paper so you can't see what is written.

Talk with the writer and explain the main ideas in your own words.

Author: If it was hard to find the main ideas, you might need to revise your organization.

What is almost said? What do you want to hear more about?

- Helps the writer find out what needs to be added to the essay.
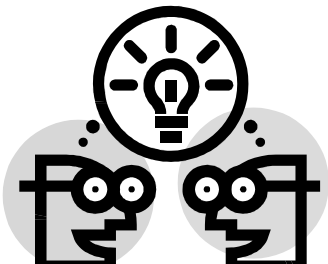
Read your partner's essay. Are there any gaps that need more information?

Author: Build bridges over the gaps by adding more details or information to your essay.

Reply

- Responder simply replies to the essay's content, not the organization or grammar. It's like a discussion on the topic.
- This can help the writer work through his or her thinking at early stages of the writing process.

Read your partner's essay.

After you finish, talk with the writer about the topic. Don't talk specifically about the essay, but talk about the subject to understand it better.

Author: Use this time to generate ideas. You may need to add more details to your essay.

Voice

- "How much voice do you hear in my writing"
- What kind of voice do you hear in my writing?"
- "Do you trust the voice you hear?"
- Helps the writer "get to the heart of important matters of language and approach."
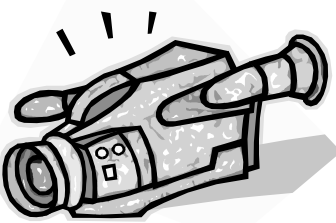
Read your partner's essay.

Does it sound like him/her talking?

If not, who does it sound like?

Author: if your paper doesn't sound like you, perhaps you accidentally plagiarized your essay. When you revise, you need to rewrite the essay so that it is in our words and your voice.

Movies of the reader's mind

- Reader tells details about what goes on in his or her mind while reading.
- Could tell reactions as a story
- Should make I-statements, like "I felt confused here because…."
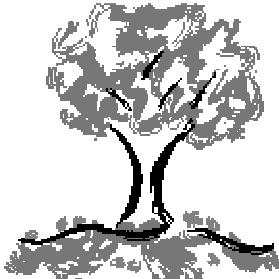- Good for final stages of writing process for the writer to see if the audience sees/understands what was intended.
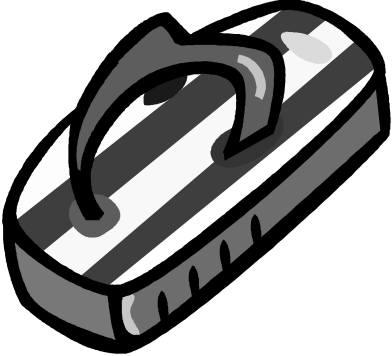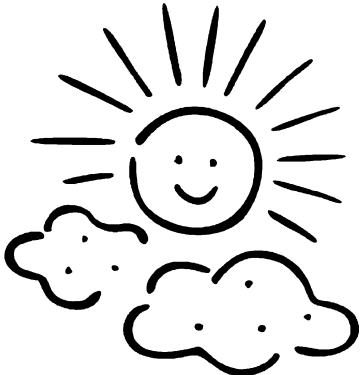
Read your partner's essay and take notes WHILE you read. Write down what you are thinking while you read. For example, "I like the beginning because it is funny, but now I feel a little confused because I'm not sure what the paper was about. Oh, the next paragraph explains a little more, and I think this is an interesting topic…"

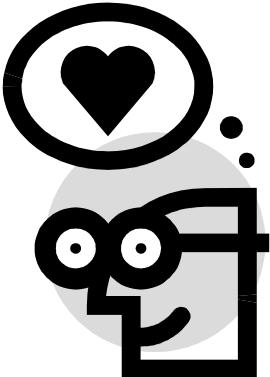**Metaphorical descriptions**

- Responder describes essay in a metaphor, such as for weather (foggy, sunny, stormy, humid) or clothes (jeans, tuxedo, sweat pants).

- Good at any stage of the writing process.
- Gives the writer a view of how the audience receives the piece.
- Can lead to improving voice.

Evaluate the formality of the essay: formal or informal…

If the essay were shoes, would it be flip flops or heels?

Evaluate the clarity of the essay: clear or unclear…

If the essay were weather, would it be foggy or sunny?

Evaluate the development (details) of the essay: full or empty…

If the essay were a tree, would it be leafy or leafless?

Believing

- The responder tries or pretends to believe everything that the writer has written, and tries to give more evidence and ideas to support the ideas.
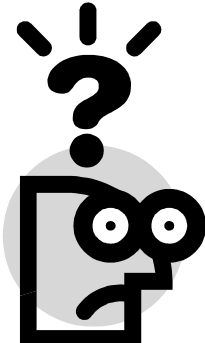- Good for persuasive essays.

Read your partner's essay.

Agree with everything he or she wrote. Try to help the writer find more examples to prove his or her opinion.

Author: Work with your partner to find more details you can add to strengthen your argument.

Doubting

- Responder tries or pretends to doubt everything that the writer has written, and points out counter arguments.

- Good for persuasive essays.

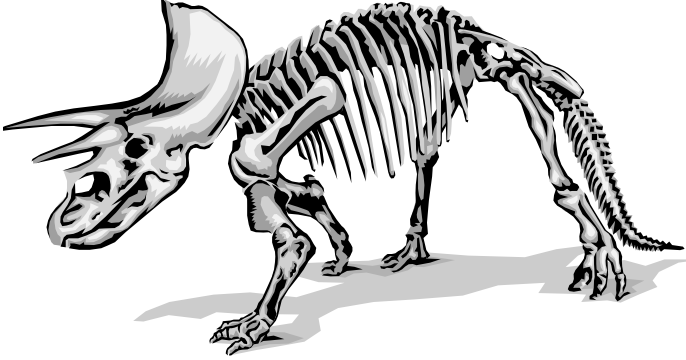- Helps writer strengthen his or her argument.

Read your partner's essay.

Doubt with everything he or she wrote. Try to point out the counter arguments to what was written.

Author: Use the counter arguments to find the flaws in your argument. Then revise your essay so your argument is stronger.
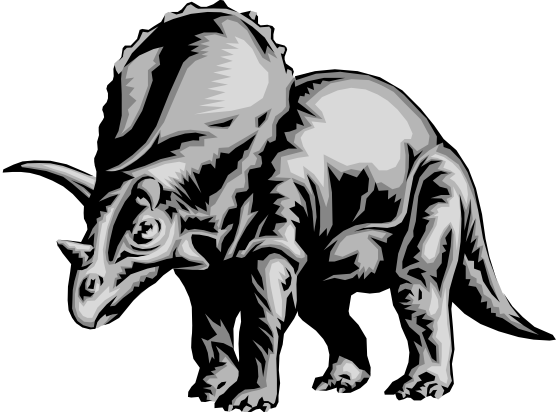
Skeleton feedback

- Responder makes a skeleton of the essay, outlining the main ideas and supporting details.

- This kind of response takes more time.

- Good for helping the writer to see if he or she has organized well.

Skeleton Feedback
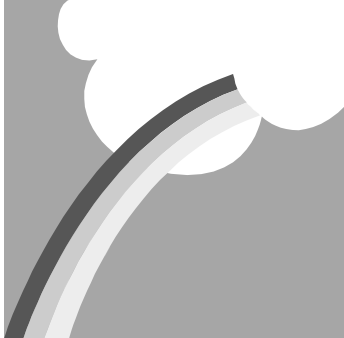Find the main ideas (bones) of the paper.

1.
2.
3.
4.
5.

Skeleton Feedback
Find the details (meat) of the paper.

1.
  a.
  b.
2.
  a.
  b.
3.
  a.
  b.

Descriptive outline

- Responder writes one sentence descriptive sentences for each of the following: the whole essay and each paragraph.

- Can be *says* sentences (summarize meaning) or *does* sentences (describes function).

Read your partner's essay.

Write one sentence describing each paragraph: What does the paragraph say or do? You will end up with something like a rainbow with a different description for each section.

Author: Use this feedback to determine if your essay says and does what you want it to. You may need to narrow your topic, delete or add more information in order to make your purpose clear.

Appendix C-12
More example
peer review activities

Around the World
The peer group should sit in a circle. The writer reads his (her) essay to the peer group. When he has finished, the members of the peer group respond. The first person to the right tells what he likes. The second person tells what he asks a question. The third person gives a suggestion. The writer takes notes of their comments. The writer then can ask follow up questions. When this is finished, the next person reads, and the process is repeated.

In one ear…
This is similar to around the world. The writer reads his paper to the peer group. Then every member of the peer group writes at least three comments on a piece of scratch paper, which they give to the writer. The comments could answer these questions:
- I liked…
- I wonder…
- I suggest…
- I think…
(Etc.)

Variations of *In one ear*…
The comments could also be questions. They could also write as many questions about the paper as they can think of.

Down the line
In this activity, the peer group sits in a line. Each person reads one of their peers' essays silently. When they finish reading, they write one comment and one question on the paper. Then they pass it to the next person, who reads it and writes one comment and one question. This process repeats until each person has read and commented on the paper.

Q&A (version 1)

In this activity, the writer initiates discussion. He/she must come with a list of questions to ask the peer group or a partner about his essay. They could prepare the night before, or take a few minutes in class to write a list of questions. They could ask about their thesis statement, details, vocabulary…anything that is troublesome. This activity is more difficult because writers don't always know what to ask or how to ask what they feel. But when it works, if it works, it is nice because the writers recognize their own problems.

Q&A (version 2)

This is similar to several of the previous activities, except it is not limited to the existing peer groups. Have the entire class move to sit in a large circle. Make sure each person has several small slips of scratch paper. Pass the students essays around the circle. As the peers read the essay, they write the author's name and at least one question on the scratch paper. They must write only questions, not comments. They read, write, and pass, and then read the next essay that is passed to them and repeat the entire process. Continue until all students have read all the essays (except their own). Make sure the authors get the slips of paper with the questions.

Telling

Writer tells his (or her) group about his essay without reading it or looking at it. The group members take notes while he is talking. Later, the writer compares the notes with his draft to see if they match. Many times students can verbally explain something better than they can on paper. This activity also helps the students avoid plagiarizing: If they can retell it in their own words to their group they can rewrite it in their own words.