Online and Face-to-face Peer Review: Measures of Implementation in ESL Writing Classes

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Bio Data

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Abstract

This paper is an attempt based on the author's experience and feedback as an ESL teacher teaching Writing for Academic Purposes at Universiti Putra Malaysia. This paper reviews the theoretical background behind peer review in both Face-to-Face and Online formats. With the advent of the cutting-edge Internet technology, practitioners have presented intriguing techniques to improve efficacy of ESL learning. Online Peer Review (OLPR) is a modern peer review format which takes place in computer labs and participants can synchronously share a soft copy of their writings with their peers online in a networked computer lab to mediate with their peers about their writings. On the other hand, Face-to-face Peer Review (FFPR) is the conventional type of peer review which takes place in ordinary classrooms and participants take turns to discuss their writings face-to-face. In this paper, the pros and cons for OLPR and FFPR formats are presented and discussed as well as their implementation procedures in writing classes; furthermore, the teaching implications of peer review are shared with the readers.

Keywords: Online Peer Review (OLPR), Face-to-face Peer Review (FFPR)

Introduction

Based on what can be inferred from the peer review literature from early 1990s to this date and the author's observations as an ESL tutor teaching academic writing at tertiary level, ESL students perceive Face-to-face Peer Review (FFPR) embarrassing as they did not feel comfortable to converse in English with their peers mainly due to lack of confidence in speaking English as their second language; therefore, code-switching took place frequently between peers as it was observed. However, when transferred to a computer lab, participating students turned to be more motivated and productive in Online Peer Review (OLPR) format. As the literature suggests, the difference in the performance can be attributed to context cues such as skin color, gender, and age which tend to privilege some students over others during FFPR (Braine, 1998). Some researchers believe that students' characteristics and cultural differences (Rollinson 2005; Carson & Nelson, 1996) and difficulties in oral production in L2 classes (Zhu, 2001) are the main causes of unequal participation and less productivity in FFPR (Warschauer, 1996).

In tertiary level writing classes, it is a noted fact that due to time constraints of FFPR (Rollinson, 2005) it cannot be fully implemented and practiced. Like any other normal semester-long writing class, the frequent complaint made by students is that they do not know how accurate and how effective their writing is. To overcome this problem, in some classes, teachers elect one student randomly to review his/her writing in front of his/her classmates using LCD projector. In this teacher review scenario, the student whose writing is being reviewed usually feels uncomfortable, embarrassed, and probably discouraged as it seems that the teacher review can be intimidating. Implementing FFPR in writing classes is also time-consuming; therefore, it is essential to find whether OLPR can be a viable technique in providing ESL undergraduate writers with the feedback required to improve their writing quality as, unlike classic FFPR, it does not involve physical attendance of peers.

From the pedagogical point of view, the cycle of process oriented writing approaches can be only complete if revision and editing takes place in the cycle. The efficiency of revision and editing can be maximized especially if the writer's writing is reviewed by a real reader.

Overall, OLPR and FFPR can be used at least for three purposes in ESL context: (a) to increase autonomous writing, (b) to improve writing proficiency, and (c) to complete the cycle of writing process. Therefore, in order to help other ESL teachers and practitioners, this paper is written to share how peer review in its modern and

classic formats can be implemented successfully in writing classes at tertiary level.

Peer Review: Background, Variations and Formats

As inferred from peer review studies (e.g. Schultz, 2000; Zhu, 1994; Nystrand & Brandt, 1989; Spear, 1988; Nystrand, 1986), consistent with Vygotsky's perspectives on learning, a real dialogue about writing to get assistance from real readers is viewed as constructive. In such an activity, students discuss their writing with each other and exchange their oral and/or written comments usually based on the guidelines and/or task sheets given to them.

The strongest conclusion which can be drawn from literature is that peer group approaches vary in their effectiveness depending on the extent to which: (a) students are persuaded that such approaches will lead to writing improvement, (b) students are trained to provide peer group feedback effectively, (c) students have clear goals and guidelines for peer group work, (d) peer group members held accountable for their feedback, and (e) when the feedback provided by them is reviewed by the teacher (e.g. Reid 1993; Spear, 1993; Holt 1992; Leki 1992; Stanley, 1992; Elbow & Belanoff 1989; Golub 1988; Spear 1988).

The main stream of peer review studies were initiated in the late 1980s (Berg, 1999). Many of these studies agreed that peer review is an important component of writing classes, and plays a key role wherever writing is taught based on the process-oriented approaches. Today, peer review is "nearly ubiquitous" as a composition-class activity (Paulson, 2007, p. 306). It is commonly used in L1 and L2 composition classes to enable students help each other improve their writing (Berg, 1999; Hu, 2005; Mangelsdorf, 1992; Mangelsdorf & Schlumberger, 1992). At tertiary level, peer review has received a prominent position in college composition courses and it is one of the most widely used and pedagogically vexed practices in first-year college composition courses (Lu & Bol, 2007; Paulson et al., 2007).

Classic Peer Review

Various reasons account for the popularity of using peer review in writing classes according to the literature: (a) students find peers' feedback as a valuable source of information and a supplement to teacher's feedback (Hu, 2005), (b) students find teacher's feedback general, vague, incomprehensible, and authoritative (Zamel, 1985) compared to peer's feedback which is perceived more specific (Caulk, 1994), (c) it

helps teachers "to escape from the tyranny of red pen and explore an activity that can complement her own feedback to her students' writing, collaborative peer group response is a potentially rewarding option" (Rollinson, 2005, p. 28), (d) the response and revision process contributes to more effective revision and critical reading (Rollinson, 2005; Grabe & Kaplan, 1996; Mangelsdorf, 1992), (e) it provides a real audience for students' writings (Rollinson, 2005; Suprajitno, 1998; Grabe & Kaplan, 1996), (f) it encourages collaborative dialogue in which two-way feedback is established (Rollinson, 2005; Grabe & Kaplan, 1996), (g) learning is facilitated through peer review process (Harris 1992; Nelson & Murphy, 1992; Spear, 1988; Gere, 1987), (h) a sense of tolerance and acceptance towards peers criticism is developed (ibid.), (i) it improves confidence (ibid.), (j) it helps to develop a sense of community (ibid.), (k) it leads students to consider alternative strategies (ibid.), (l) it allows them to be exposed to a variety of writing styles (Berg, 1999; Mendonca & Johnson, 1994; Harris, 1992; Nelson & Murphy, 1992; Spear, 1988; Gere, 1987; Zamel, 1985; Chaudron, 1984), and (m) while reviewing, students benefit cognitively by articulating explanations to their peers (Wooley, 2007). These benefits are the frequently-cited merits of peer review regardless of its format.

However, despite the potential benefits of peer review, in its conventional format, concerns remain with the quality of peer review (Lu & Bol, 2007). FFPR is plagued by some weaknesses such as (a) time constraints (there is usually not enough time to allocate for peer review in writing classes) (Rollinson, 2005), (b) student characteristics and cultural differences (for example in some cultures like Chinese, students shy away from criticizing their peers' writing face-to-face (Rollinson, 2005; Carson & Nelson, 1996), (c) teachers' inability to monitor each group simultaneously (Rollinson, 2005), (d) unequal participation (Warschauer, 1996), and finally (e) difficulties in oral production in L2 classes (Zhu, 2001).

Modern Digital Peer Review

Despite the usefulness of traditional FFPR, it is time-consuming and it seems difficult to reconcile FFPR with course content (Rollinson, 2005). Therefore, OLPR can be a viable alternative; one reason might be that they can save more time in the classes for other activities which can be done outside the classroom by leaving students on their own. Moreover, OLPR is not confined to physical and time constraints.

To alleviate the concerns associated with conventional face-to-face peer review,

many researchers propose digital and electronic formats of peer review to increase the quality of peer review. In fact, with the popularity of networked computers, online peer review has become common in university writing classes (Guardado & Shi, 2007; Liu & Sadler 2003). Peckham (1996) acknowledges that today OLPR is as inevitable as computer-mediated instruction. Wooley (2007) maintains that "Robust online peer review systems for student writing now offer solutions to many of the problems that have impeded peer review activities in the past" (p. iv). Subsequently, some researchers have already accepted OLPR and have ventured further to experiment different types of OLPR (e.g. Lu &Bol, 2007).

There are several studies indicating that the modern digital format of peer review is advantageous to its classic conventional format. To cite a few, Suprajitno (1998) has observed that conducting peer review via email, (a) accelerates peer review process, (b) gives an opportunity to compare one's work with another as they are all available on the discussion board, and above all (c) it gives the possibility to seek teacher's advice and peer's guidance online simultaneously (also cited by DiGiovanni & Nagaswami, 2001). Some (e.g., Xu, 2007; Liu & Sadler, 2003; Warschauer, 1996) claimed that comments and revisions made in OLPR groups outnumber FFPR. Warschauer (1996) found that there was a tendency toward more equal participation between peers in OLPR. His study also revealed that students used a more formal and complex language in terms of lexis and syntax while peer reviewing online. Schultz (2000) said that during OLPR students offered more suggestions to improve content and organization. Investigating students' affective perception, DiGiovanni & Nagaswami (2001) found online peer reviewers were more motivated and committed as observed by their teachers. Elsewhere, Liu and Sadler (2003) found that asynchronous interaction is generally found to be more constructive and effective in peer review activities. DiGiovanni & Nagaswami (2001) said that after OLPR sessions, students could save or print their digital interactions so they did not have to depend on their memory to revise their drafts merely based on what they could remember from their peers' oral comments. Reporting that some of their students found OLPR easier because of using the keyboard, Figal, et al. (2006) suggest that "Enriching the online version with communication possibilities allows tapping the full potential of the online version and benefiting from rich discussions among teams" (p. 12).

However, OLPR did not remain safe from criticisms. Some research findings

dispute the merits of OLPR and warn practitioners to be more cautious in using OLPR (Peckham, 1996). Schultz (2000) observed that while interacting online, students tend to veer off the topic and they seemed less serious compared with FFPR. Unlike focus on organization, Schultz (2000) found that students in OLPR group ignored grammar and style. Suprajitno (1998) noted that sometimes students were so over-enthusiastic that they gave and received trivial and unnecessary feedback.

Some studies reported pros and cons for each format. For instance, Figal et al. (2006) maintained that students highly appreciated many aspects of OLPR using special software; however, they stressed that they missed valuable discussions in live FFPR. Whereas some studies indicated an overt preference of FFPR (Yong & Lee, 2008; Schultz, 2000), others disagreed (Xu, 2007; Liu & Sadler, 2003). This in turn led the researchers to propose a combination of conventional and modern formats of peer review to optimize the efficiency and benefits of peer review (Yong & Lee, 2008; Schultz, 2000; Peckham, 1996).

Setting It up Right: Implementation Procedure
To enhance efficacy of peer review, Rollinson (2005) stresses that peer review should be set up properly in the class; "Failure to establish proper procedure or to engage in pre-training, is quite likely to result in less than profitable response activities" (p. 24). Therefore, this paper showcases and documents a systematic and successful implementation of OLPR and FFPR in tertiary level academic writing classes. The importance of progressive writing through peer review needs to be emphasized and how writers can benefit from their peers, as a more available resource, to improve their writing.

The author has experimented and studied the effectiveness of FFPR and OLPR in a public university in Malaysia where English is spoken as a second language. In that study, students reviewed their peers writing during one-hour sessions throughout a fourteen-week semester. To ensure consistency, all the briefing and training sessions were conducted by the author/tutor. The participants were given sample scripts, adopted from TOEFL, to review face-to-face or online depending on their group assignment. The guidelines were designed in a self-study concept so that the students could easily read them and understand about the process. Moreover, during the one-hour tutorials, the author/tutor frequently highlighted reviews which were constructive as an indication of successful peer review; this was to ensure that peer review was

performed by the participants correctly. The objectives of pre-training, according to Rollinson (2005, p. 24), are:

> … awareness raising (the principles and objectives of peer response); productive group interaction (collaboration, supportiveness, tact, etiquette); and productive response and revision (basic procedures, effective commenting, reader-writer dialogue, effective revision).

Some pre-training activities are as follows (ibid.).

> (a) the propaganda phase (explanation of peer review value versus teacher feedback, students' concerns, sharing teachers' experience with students), (b) non-threatening practice activities (modeling and discussion of adequate and inadequate commenting, and (c) discussion of effective revision (how to use peer's comments to revise effectively).

To facilitate the peer review process, two different sets of peer review guidelines (Appendix) developed by Schultz (2000) and DiGiovanni & Nagaswami (2001) were used with major modifications to facilitate the peer review process. To train peer reviewers, guidelines deemed necessary to enhance the peer review procedure. These guidelines were modified to suit the purpose of the study and the context of the study. The validity of the guidelines was established through the panel of experts. The result was two sets of parallel guidelines, one for FFPR and one for OLPR, each comprising of an introduction, execution manual, and set of thought-provoking questions regarding the components and quality of the participants' writing in English. The guidelines were identical but they were different in their instructions as one was given to instruct FFPR and the other OLPR. Additional language required by the reviewers during the process was attached to the main guideline. This part was adopted without any modifications from Tompkins (1990, p. 86). As it is shown in the Appendix, the instructions given in the guidelines (part one) help the reviewers to learn about the peer review procedure and the protocol step by step as explained thoroughly in the guidelines. One plus point of these guidelines is that they are written in simple language to ensure that the reviewers at all levels can make sense of it to fulfill their tasks. The second part of the guideline provides in-depth and detailed questions initially on global aspects and finally on local aspects of the students' scripts. These questions, prod reviewers to think critically about their overall impression of the essay, the appropriateness of the introduction and thesis statement as well as the topic

sentences, supporting sentences, and conclusion. Then it moves to the quality of the content, organization, cohesion and more local aspects including the quality of vocabulary, grammar, punctuation, and spelling.

The interactions can easily take place via Yahoo! Messenger because of its one-to-one messaging system which allows users to collaborate synchronously or asynchronously and its availability and popularity.

To gauge the success of the project, three perception questionnaires were developed and used by the author. The questionnaires were adopted from Schultz (2000) and DiGiovanni & Nagaswami (2001); they were adapted to the context of this study to find out the affective perception of peer reviewers.

In the third phase, week three to week twelve, the lectures and peer review sessions were conducted concurrently. During this period of ten weeks, the participants received their normal lectures about the writing process, writing paragraphs, analyzing paragraphs, and analyzing organizations as prescribed in the course synopsis during the two-hour sessions. Concurrently, they reviewed their peers' writings during one-hour sessions which were all facilitated by the author/tutor. During these sessions, the author/tutor chose one of the participants' writing randomly from the assignments given to him and displayed it anonymously on the screen using a video projector. Then the author/tutor and the participants spent 15 minutes to review the essay and give their comments to improve the essay. Next the participants were paired to review their essays in 15 minutes each, together 30 minutes. The participants were allowed to choose their own peers for their convenience (Grabe & Kaplan, 1996) and were requested to remain with their peer throughout the semester unless their peer was absent. In addition, they were given the choice to type their assignments or write in manuscripts. The participants in FFPR groups peer reviewed face-to-face and those in OLPR groups peer reviewed online. During the one-hour sessions, the author/tutor took field notes from his observations. Figure 1 depicts the peer review procedure the participants were instructed to follow. The solid line boxes show tutorial classroom activities.
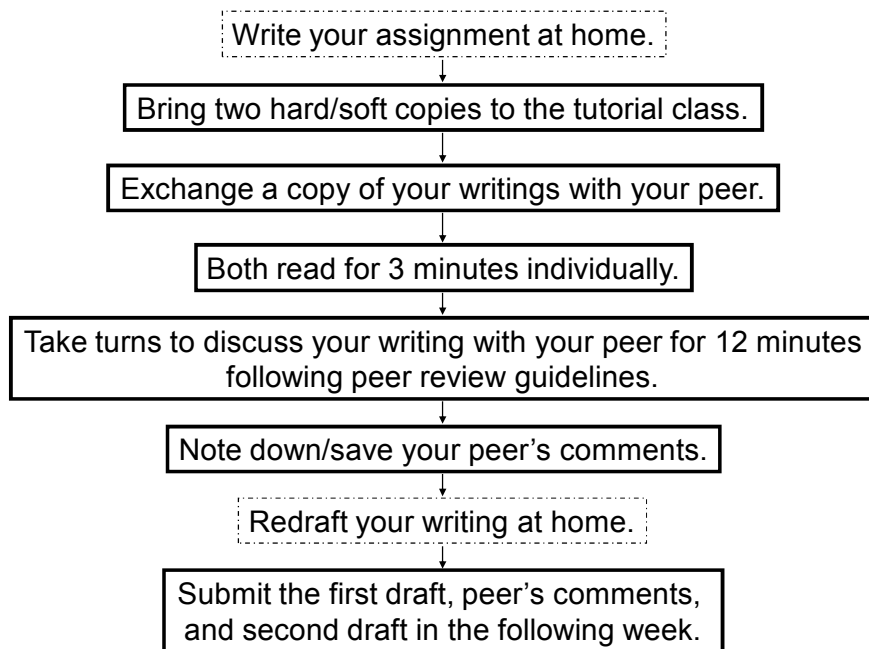
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│ Bring two hard/soft copies to the tutorial class. │
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│ Exchange a copy of your writings with your peer. │
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│    Both read for 3 minutes individually.    │
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│ Take turns to discuss your writing with your peer for 12 minutes │
│      following peer review guidelines.      │
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│    Note down/save your peer's comments.    │
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│   Submit the first draft, peer's comments,   │
│    and second draft in the following week.   │
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Figure 1. Face-to-face and Online Peer Review Procedure

A Positive Response

The quantitative findings of the author's study revealed that peer review was extremely effective in the improvement of the participants' writing in English. The summary of the findings is presented in the following table. Generally, both face-to-face and online formats of peer review affected the proficiency of ESL undergraduates' writing in English significantly. Moreover, the content, organization, cohesion, vocabulary, grammar, punctuation, and spelling of their writings in English were enhanced significantly after they reviewed their peer's writings for a week.

In addition to the quantitative findings of the study, the qualitative findings showed a positive response from the observer ESL tutors and the participants regarding their experience with the peer review experiment in its both formats. The observers described peer review as a "good", "challenging", and "necessary" activity to "improve their essay writing skills" in a "communicative approach." One of the observers called peer review "a brilliant idea." Actually, it was difficult to find out exactly what format of peer review the observers find more effective in improving different aspects of the participants' writing in English as they all observed pros and cons for each format. Although an observer finds FFPR more encouraging to classroom communication, she believed that it can be "threatening for less proficient

students" as "it requires rapid feedback and eye contact from both sides." Unlike FFPR, she observed that the students seemed to be:

> … more confident and relaxed during the OLPR sessions due to the fact that their egos are less threatened by face-to-face communication, lack of proficiency in speaking, and giving or getting feedback directly to or from their partners.

As of the related literature, the combined format of face-to-face and online is suggested by many researchers (Yong & Lee, 2008; Guardado & Shi, 2007; Figal et al., 2006; Liu & Sadler, 2003; DiGiovanni & Nagaswami, 2001; Shultz, 2000).

Participating students generally commented positively on peer review. Almost the same number found their partner's comments useful. In total, the majority of the participants agreed that peer review helped them revise better. The interviewed participants viewed peer review helpful in nature. Mainly they asserted that peer review helped them to "generate ideas" and improved their "grammar." Moreover, it engaged them in a fruitful discussion after the writing itself; thus, they realized writing is not ended on paper but it cycles and matures throughout a discussion with the peers to review the initial drafts. Intriguingly, they revealed that teacher review can be embarrassing and they shy away from discussing their writing with their teacher. On the other hand, they felt comfortable sharing their writing with their peers enjoying the sense of openness with them. However, some believed that peer review is not "effective" if they were paired with a peer of much lower English competency. They suggested that the teacher should choose peers and he should pair them with more competent peers to ensure effectiveness of the peer review process. They did not mind the teacher pairing them with any competent classmate in the class and they said personal problems between peers did not affect the quality of their task. Some preferred to choose their own peer, though. Regarding the peer review instruction, they agreed that it was much needed to help them have a clear idea of peer review. They said that when the teacher reviewed an anonymous writing in the class, it improved the quality of their own writing. Finally, some were concerned about the workload; they said that one essay to write and review per week is "just enough." Based on the participants' positive evaluation, the author concluded that the ESL undergraduates found both of the peer review formats (FFPR and ONPR) extremely effective and helpful in improving their writing in English.

Pedagogical Implications

One of the implications is to take into account student behavior in planning the peer review sessions. For example, when the discussion is unfocused and the comments not specific enough, teachers need to intervene and prod students to explain what they mean. They, for example, may benefit from a pause in the oral session to write down all their comments before they move on to the next point. Or, perhaps only oral peer sessions should be conducted and the writers can jot down what they feel is relevant. The sessions need to be geared to the students' needs.

Another implication is that there is a need for a combination of teacher and peer feedback as well as self-directed feedback (Jacobs et al., 1998) especially with intermediate learners. When teachers find problems during peer negotiations, they should intervene and facilitate more productive discussion among students. After negotiations between peers, teachers can answer students' questions. Students with lower language proficiency should also be given more help with the construction of their sentences and other grammar problems. Self-directed feedback is a realistic option for the better students.

Although the quantitative and qualitative findings of this study as well as the literature all acknowledged the significant effectiveness of peer review, there are certain issues that may threat the effectiveness of peer review which tutors should bear in mind:

a) Peer review sessions should not be very long. Usually discussion for a single script takes 10 to 20 minutes depending on the proficiency of the peers and the length of the script.

b) Students should be given the choice to find a peer with whom they are more comfortable.

c) Continuous feedback from peers can expedite more effective peer review discussions in the class and in the net.

d) The students should not be overwhelmed by many writing tasks.

e) Peer review training and introduction of proper guidelines should proceed peer review sessions.

f) When FFPR is feasible, it should proceed OLPR for the aforementioned reasons.

g) Teacher's role should not be taken for granted in any of the peer review formats. It is observed in this study that teacher's role is vital in the effectiveness of the peer review process.

Conclusion

In short, the teaching of writing, especially in an ESL context, ought to be accompanied with peer review to facilitate and accelerate revision and editing process, to ease writing teachers from the burden of evaluating their students' writing, and spare their time for more fruitful tasks for the benefit of their students.

Appendix

Instructions for Face-to-face Peer Review

Bring a copy of your previous essay to the classroom. Choose your partner and exchange the copy of your essay with your partner. Sit face to face with your partner. Agree who is the first reviewer. If you are not the first reviewer, be prepared to react to your partner's comments and stop reading here.

If you are the first reviewer, proceed reading these instructions. Read your partner's essay once to the end to get the general feeling for the topic (three minutes). On the second reading begin to discuss the essay. Please give very specific comments to the questions following these instructions. Always begin with a positive comment. Then be more critical because the objective is to help your partner to improve her/his essay.

To discuss face-to-face (12 minutes), give your comments orally to your partner one by one. You should discuss the essay orally with your partner face-to-face. Please follow these steps:

- Read the questions to respond one by one.
- Give your answers orally one by one.
- Listen to the response from your partner before you give your answer to the next question.
- Answer all the questions. If you have no comment for any question, just say "No comment for number X."

Please be reminded that all discussions should take place in English face-to-face. While you review your partner's essay, remind her/him take note of all face-to-face discussions on an A4 sheet and write her/his name and date on the top of the paper (e.g. Steven Richards 20 July). Your partner should take home the notes after the class and consider your comments to redraft her/his essay.

Now you should respond to partner's comments (second reviewer) about your essay. Finally, next session submit a copy of the notes written on A4 sheet, first draft, and second draft of your essay to your tutor.

Instructions for Online Peer Review

Bring a copy of your previous essay to the computer lab. Choose your partner and exchange the copy of your essay with your partner. Do not sit close to your partner. Agree who is the first reviewer. If you are not the first reviewer, be prepared to react

to your partner's comments and stop reading here.

If you are the first reviewer, proceed reading these instructions. Read your partner's essay once to the end to get the general feeling for the topic (three minutes). On the second reading begin to discuss the essay. Please give very specific comments to the questions following these instructions. Always begin with a positive comment. Then be more critical because the objective is to help your partner to improve her/his essay.

To discuss online (12 minutes), sign in to Yahoo! Messenger, type and send your comments to your partner one by one. You should discuss the essay with your partner online. Please follow these steps:

- Read the questions to respond one by one.

- Type your answers and click SEND one by one.

- Wait for the response from your partner before you send your answer to the next question.

- Answer all the questions. If you have no comment for any question, just type "No comment for number X."

Please be reminded that all discussions should take place in English via computer. After you review your partner's essay, remind her/him to click the SAVE bottom to save all online discussions on her/his thumb drive and name the file with her/his name and date (e.g. stevenrichards20july). Your partner should take home the file after the class and consider your comments to redraft her/his essay.

Now you should respond to partner's comments (second reviewer) about your essay. Finally, next session submit a printout of the online discussion, first draft, and second draft of your essay to your tutor.

QUESTIONS

The Whole Essay
1- What did you like best in the essay, and why?
2- Did you enjoy reading the essay, or did you find it hard to follow the ideas? Explain why.
3- Is there any part in the essay that was confusing to you? If yes, point to the paragraph and ask your partner to explain it to you.

Introduction and Thesis Statement
4- Do you think the introduction is inviting/ interesting? Explain why.
5- Are the sentences in the introduction clear and linked well? If not, suggest how it can be made more effective.
6- Are the thesis statement and blueprint clear, focused, and relevant to the main topic? If not, suggest how they can be made more effective.

The Body: Topic Sentences

7- What is the topic sentence in the second paragraph? Is it related to the thesis statement and main topic? Is it clear? Do you have any suggestions to improve the topic sentence? Be specific.

8- Answer the question 7 for the third and fourth paragraphs.

The Body: Supporting Points and Details

9- How has the writer developed the second paragraph? Has he/she used examples/quotations/facts/statistics? Are the details adequate to support the topic sentence of the second paragraph? If not, suggest what other details the writer can use.

10- Are there any parts of the paragraph that do not support the topic sentence and should be left out? If yes, point to the paragraph and ask your partner to remove or revise it.

11- Answer the questions 9 and 10 for the third and fourth paragraphs.

Conclusion

12- Is the conclusion appropriate to the topic? Does it give a summary or general statement, look to the future, or express a final or related thought that grows out of the body? If not, suggest how to make it more effective.

13- Generally, is the essay convincing and enjoyable to read? Why or why not?

Content

14- Is the essay a relevant and adequate answer to the task? If not, suggest how to make the content more relevant and adequate to the main topic.

Organization

15- Are all the paragraphs logically developed and organized? Has the writer used appropriate transitions to signal clearly different paragraphs? If not, suggest whether the writer has to add a few more transitions, or change the ones he/she has used.

Cohesion

16- Are the sentences appropriately connected together by connectives? If not, show the paragraph and the inappropriate connective, and suggest appropriate connectives.

Vocabulary

17- Are there any words that could be replaced so that ideas become clearer, stronger and more effective? If yes, please point at them and give your suggestions to replace.

Grammar

18- Are there any grammatical inaccuracies? If yes, please point at them and advise your partner to correct them.

Punctuation

19- Are there any punctuation inaccuracies? If yes, please point at them and advise your partner to correct them.

Spelling

20- Are there any misspellings? If yes, please point at them and advise your partner to correct them.

Adapted from Shultz (2000) and DiGiovanni & Nagaswami (2001)
USEFUL LANGUAGE EXPRESSIONS

To discuss with your partner, you can use the following expressions:

To express your compliments, you can use these sentences to start as reviewer:
I like the part where …
I'd like to know more about …
I think your main idea is …
You used some powerful words, like …
I like the way you described …
I like the way you explained …
Your writing made me feel …

As a writer, you can ask these questions from your reviewer:
What did you learn from my writing?
What do you want to know more about?
What part doesn't make sense?
Is there a part I should throw away?
Can you tell what my main idea is?
Did I use some words I need to change?
What details can I add?

Here are more questions to comment and suggest as a reviewer:
What is your favorite part?
What part are you having trouble with?
Do you need a closing?
I got confused in the part about …
Could you leave this part out because …
Is this paragraph on one topic?
Could you combine some sentences?
What do you plan to do next?

Extracted from Tompkins (1990, p.86)

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