Peer Feedback in the Writing Process Handbook

Secondary Cycle One and Cycle Two
Core and Enriched English as a Second Language Programs

Ministère de l’Éducation, de l’Enseignement supérieur et de la Recherche

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1. INTRODUCTION

The QEP secondary-level Core and Enriched ESL programs suggest that students work together and provide each other with feedback during the writing process. Inspired by research, this Teacher’s Handbook will attempt to answer the following questions: What is the importance of using peer feedback in the ESL classroom? How can teachers plan for peer feedback during the writing process? Which peer feedback activities can be used with students during the writing process? How can peer feedback contribute in regulating students’ development as writers?

This handbook can be used throughout the Secondary Cycle One and Cycle Two Core and Enriched ESL programs. It offers practical suggestions to teachers on implementing peer feedback in the classroom, as well as hands-on activities that encourage students to work together during the revising and editing phases of the writing process.

The ESL classroom is an interactive, cooperative and investigative community in which students are responsible for actively participating in their learning.
- Secondary Cycle Two Core ESL program, p. 5

They [students] also examine their use of the writing and production processes and their final products, as well as those of their peers. They request and integrate constructive feedback in order to better understand themselves as learners.
- Secondary Cycle Two Core ESL program, p. 31

2. PEER FEEDBACK IN THE WRITING PROCESS

2.1 What is peer feedback in the writing process?

Peer feedback is a collaborative two-way exercise in which students give and receive constructive and respectful feedback during the writing process. It provides information to support learning so that students may gather insight about their writing, take feedback into account and make improvements to their texts. A successful peer feedback session is well-planned, explicitly teaches students how to give and receive feedback, and offers teacher guidance and support throughout.

Peer feedback can be used to complement teacher feedback. An effective peer feedback session can help students communicate more effectively in writing and develop a better understanding of the writing process. This collaboration allows students to consider the comments received and make adjustments to their text before writing the final version.

During peer feedback sessions, students should provide each other with both written and verbal feedback. Research suggests that written feedback is more effective when combined with face-to-face discussions. Written feedback allows student writers to keep track of suggestions and comments. Discussions serve to shed light on the information received. Students talk about the written comments orally to explain their thinking, clarify meaning, work together to find solutions and have a better understanding of the information that they are being asked to consider.
Peer feedback gives students the opportunity to examine their own writing as well as that of their classmates in order to identify what is effective and what is not. They learn from each other’s use of language, processes, strategies and resources, and come to better understand themselves as writers and identify their strengths and weaknesses. Students are expected to request constructive feedback from their peers and then decide whether or not to integrate this feedback.

Peer feedback is used to support students’ learning and competency development. Students must not attribute a grade to their peers’ written texts. It is the role of the teacher to evaluate students’ writing for recognition of competency development.

They also assess their own processes and products, and those of others to find ways of improving their work. While the writing process relies on cooperation and discussion involving peers and the teacher, it is the student who actually writes the text and makes the final decisions about its content and wording.

• Secondary Cycle Two Core ESL program, p. 48

2.2 When can peer feedback be used?

A. After creating a favourable classroom climate

Peer feedback can be used when the teacher has established a positive classroom climate that encourages students to work together as a community of learners. The teacher sets the tone by establishing a rapport with students, valuing peer feedback, encouraging teamwork, clarifying expectations, teaching appropriate language and behaviours, reminding students that mistakes are a natural part of the learning process and an occasion to learn, modelling peer feedback, fostering group activities (e.g. team brainstorming, classroom discussions, collective writing) and providing guidance and support.

When students feel safe, it encourages them to take risks, cooperate and become more actively involved in their learning. The classroom atmosphere should promote:

• mutual trust (e.g. I can take risks. I can make mistakes.)
• openness towards others (e.g. I observe how others approach the writing process. I discover my peers’ viewpoints.)
• respect (e.g. I support my peers. I do not put down my classmates.)
• acceptance of individual differences (e.g. Everyone contributes. Each person has something worthwhile to share. No one is perfect.)

Each member plays an active role in fostering a supportive learning atmosphere characterized by mutual trust, respect and acceptance of individual differences.

• Secondary Cycle Two ESL Enriched program, p. 5

B. After considering the context

The frequency and complexity of peer feedback will depend on the context (i.e. peer feedback used to support learning during a learning and evaluation situation) and the kind of writing students carry out (formal vs. informal writing, an opinion text vs. a letter). Just as students are not required to use the writing process each time they write, they do not automatically have to exchange feedback.

C. When revising and editing written texts

When students give feedback on a written text, they may be asked to comment only on the content or only on a few targeted language conventions, or they may be asked to both revise and edit their peer’s text. The goal of the peer feedback session should take into account the task requirements, as well as the students’ age level and language abilities.
Feedback during the revising phase: This type of feedback can help clarify the meaning of the text and improve the organization of ideas (the overall, BIG picture). Students read what was written and give suggestions/make comments/consider feedback on how to clarify the meaning of the text and to improve the content of the message and organization of ideas. Students may:

- state whether the conveyed meaning and ideas are clear, as well as comment on the organization of the text and word choice
- determine how well the text reflects the writer’s intended purpose, audience and cultural context
- add, substitute, delete and rearrange words and ideas
- suggest how the writer can rework the draft
- refer to a revising checklist

Possible questions for students to consider, depending on the text type/task, include the following:

- Does the text make sense? Is it on topic? Is the purpose clear? Does it address the intended audience? Are the ideas coherent or logical? Is anything missing? Is there any repetition?

Feedback during the editing phase: This type of feedback focuses on language conventions to improve the formulation of the text including spelling, capitalization, punctuation, sentence structure and language usage. Students may:

- use material resources (e.g. written models, online dictionaries, thesauruses, grammar references) and human resources (e.g. consult other peers and the teacher)
- suggest which errors should be corrected
- refer to an editing checklist

Possible questions for students to consider, depending on the text type/task, include the following:

- Are there any spelling mistakes? Are there any capitalization errors? Are the punctuation marks placed correctly? Did the writer use capital letters at the start of each sentence and periods at the end of each sentence? Is the correct verb tense used? Do the subject and verb agree in number?

“If I waited for perfection, I would never write a word.”

Margaret Arwood, Canadian novelist and poet

The Writing Process in the Secondary ESL programs

The following are two excerpts from the Writing Process as presented in the Secondary Cycle One and Cycle Two Core ESL Programs. The arrows indicate the moments when students can provide/receive feedback during the revising and editing phases.
Writing Process

In a writing process, students express themselves in a coherent, organized fashion. This process establishes a connection between writing, thinking and reading. Writing is a recursive process in that students may go back and forth between the phases—preparing to write, writing, revising, editing—depending on the topic, purpose and type of written text chosen. A writing process relies on collaboration and discussion involving the student, peers and the teacher. Reflecting occurs throughout the writing process as well as after the product has been completed.

Publishing in an optional phase: sometimes students will make a polished copy and share it with the intended audience. Students personalize a writing process over times as they experiment with various texts, models, tools and resources, then apply what works best for them in a given context.

N.B. Certain writing, such as informal email messages, may not require students to make use of all the phases in the writing process. For written texts such as notetaking and journal writing, students do not use a writing process.

How do students use a writing process?

Preparing to Write

Before beginning to write, students determine the purpose of writing, the target audience, the intended effect on the audience as well as the appropriate text type. They may:
- brainstorm with others about ideas and topics
- activate prior knowledge of the language to be used and of the chosen topic
- draw upon ideas and personal memories
- construct an outline of the text
- research the topic
- use various resources

Writing the Draft(s)

Students begin to write and focus on the meaning of the message. They may:
- set down ideas, opinions thoughts, needs and feelings
- leave space to make adjustments
- refer to their outline while writing
- confer with others whenever possible

Revising

Students read what they have written to clarify the meaning of their text and improve the organization of their ideas. They may:
- rethink what has been written
- focus on how well they have conveyed meaning and ideas as well as on organization and word choice
- share their writing with classmates
- take feedback onto account
- use strategies for revising
- add, substitute, delete and rearrange ideas and words
- rework their drafts

Editing

Students focus on technical errors including spelling, capitalization, punctuation, sentence structure and language usage. They may:
- use paper or digital resources such as written models, dictionaries, thesauruses, grammar references
- consult peers and the teacher

Publishing

If the students decide to publish, they may:
- choose a suitable format for the product (e.g. a class newspaper or Web page)
- make a polished copy
- share it with the intended audience
Preparing to Write Phase

Before beginning to write, students need to set clear communicative goals by considering the text and its internal and external features. They may do the following:

• brainstorm topics and ideas with others (e.g. What do I want to write about? What topic would interest my audience?)
• activate prior knowledge of the chosen topic (e.g. What do I already know about the topic?)
• define the purpose for writing (e.g. express, inform, direct)
• target an audience (e.g. Who is my audience? What do they already know about the topic? How can I engage their interest?)
• choose a text (e.g. Do I want to write a poem or a story?)
• select appropriate language (e.g. What kind of language will best suit my purpose and audience?)
• construct an outline of the text
• research the topic
• reflect on topic and ideas
• use various resources

Writing the Draft Phase

Students begin to write and focus on the meaning of the message. They may do the following:

• set down ideas, opinions, thoughts and feelings
• leave space to make adjustments
• refer to their outline while writing
• adjust their outline as they are writing to include new ideas
• reflect on the ideas written
• confer with others

Revising Phase

Students read what they have written to clarify the meaning of their text and improve the organization of their ideas. They may do the following:

• reflect on what has been written
• focus on how well they have conveyed meaning and ideas, as well as on organization and word choice
• assess how well their text reflects intended purpose, audience and cultural context
• share their writing with peers
• accept and integrate feedback
• add, substitute, remove and rearrange ideas and words
• rework their drafts

Editing Phase

Students focus on the formulation of their text by correcting errors of spelling, capitalization, punctuation, sentence structure and language usage. They may do the following:

• use resources such as written models, dictionaries, thesauruses, grammar references
• consult peers and the teacher
• accept and integrate feedback
• use a personalized checklist to proofread for common errors
• correct errors and write a final copy

Publishing Phase (Optional)

If students decide to publish a text, they may do the following:

• make a polished copy
• share it with the intended audience
2.3 Why use peer feedback in the writing process?

The potential benefits of reflective, well-planned peer feedback can include: giving students another perspective on their writing, improving learning, enhancing responsibility and providing students with timely feedback.

A. Gives students another perspective on their writing

- Provides students with the opportunity to have their text read by more than one person. In addition to the teacher, students may receive feedback from several peers and gather different points of view. Every time students receive feedback from a different person, they have to re-examine their text in order to make sense of the comments received.
- Increases student awareness of their strengths and weaknesses. Examining peers’ texts can help students reconsider their own writing: determine if they achieved their purpose, verify that they expressed a clear message and decide how to make improvements to their own work.
- Allows students to share their writing with peers who are actual live readers. This gives students a stronger sense of audience and may encourage them to make their writing more reader-friendly.

B. Improves learning

- Enables students to think more objectively about their own writing and supports them in regulating their own development as writers (e.g. What is effective about my text? What do I need to improve?).
- Requires students to exercise critical judgment by examining someone else’s writing. Students discuss the piece of writing and explain their views. With time, students can improve at giving/receiving feedback and, in turn, be better equipped to fine-tune their own writing. It is sometimes easier for a fresh pair of eyes to detect an error or suggest a correction.
- Highlights the importance of using the writing process to create a quality text and reinforces their meta-language associated with the writing process itself (i.e. We’re taking time for peer feedback because it will help you improve the clarity of your message, the organization of the content, your ability to use the writing process effectively.).
- Requires students to review the task requirements and expectations, take into account the targeted purpose and audience as well as activate and use their prior knowledge of the English language (e.g. sentence structures, word order, punctuation, etc.) when reading their peer’s texts and discussing feedback.
- Allows students to engage in authentic communication with peers and develop their proficiency in oral interaction.

“I’m always pretending that I’m sitting across from somebody. I’m telling them a story, and I don’t want them to get up until it’s finished.”

James Patterson,
American Author
• Teaches students about goal-setting and appropriate use of the writing process, strategies and resources in order to make progress. Students expect to receive feedback in order to improve their performance in the classroom setting.
• Offers students the opportunity to learn from each other as they examine different authentic models of writing. Students discover similarities between themselves and their peers and gain insight on how someone else completed the same task. It also allows students to develop collaborative and social skills as they discuss their texts and help each other with their writing. Since peers are writing about the same topic, discussing their texts can be helpful in providing students with an additional opportunity to understand the text components, task requirements, purpose, intended audience and so on.

Everyone assumes an active role within a community of learners in order to learn from one another as they provide, request and accept constructive feedback. They also learn from their observations of others’ use of language, work methods, strategies and resources.

• Secondary Core Cycle 2 ESL program, p. 5

Students regulate their own development as writers and producers of texts—they use metacognitive strategies when they set learning goals, plan, self-monitor, reflect on and make adjustments to their learning, and identify their strengths and weaknesses.

• Secondary Cycle Two ESL Core program, p. 31

C. Enhances responsibility
• Requires students to make decisions about their work (e.g. accept/decline feedback, rework a paragraph, add information, set goals for future writing tasks) and help others with their work (e.g. offer suggestions, ask questions).
• Increases student participation and, hopefully, motivation, self-confidence and autonomy since it is students giving feedback, not the teacher. Some students may prefer sharing their work with a peer rather than the teacher, especially if they have the opportunity to improve their work (e.g. the writing is reviewed prior to submitting it to the teacher to be graded).

D. Provides students with timely feedback
• Enables students to receive feedback quickly. Timely feedback is key; the sooner the feedback is given, the more useful it is. Prompt feedback allows students to apply the information right away, especially when they are still working on a writing task. In a regular classroom setting, students may have to wait to get feedback from the teacher; with peer feedback the delay is shorter because they can receive feedback right away.

2.4 What are the characteristics of effective feedback?

In order for feedback to effectively help students improve their writing, it should be constructive and respectful.
• Constructive feedback is...
  ■ Clear: Students understand the feedback provided. That is, it is user-friendly.
  ■ Specific: The feedback suggests improvement of a targeted feature (e.g. from the checklist) or highlights a strength (e.g. captivating introduction).
  ■ Pertinent: Students can use it to improve their writing because it is helpful and meaningful.
• Respectful feedback: The goal is for students to provide suggestions and corrections using appropriate language. Whether the feedback is given orally or in writing, students should be provided with concrete examples of (functional) language (e.g. questions, sentence starters, prompts) and expected behaviours (social skills). This guides them throughout the peer feedback session.

The following chart provides examples of effective and ineffective feedback to serve as models for students.
<table>
<thead>
<tr>
<th>EFFECTIVE FEEDBACK</th>
<th>INEFFECTIVE FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clarification: Can you give an example to support your argument? I had trouble understanding...</td>
<td>• This paragraph is incomplete. (Problem: Too vague. Explain what’s missing.)</td>
</tr>
<tr>
<td>• Clarification: This sentence is unclear to me. Do you mean...?</td>
<td>• What?? I don’t understand. (Problem: Not helpful.)</td>
</tr>
<tr>
<td>• Comment: Your text is complete because it meets the task requirements.</td>
<td>• Great text! Good work. Well done. (Problem: Too vague. What is good about the text?)</td>
</tr>
<tr>
<td>• Comment: Well-written text: You present the information clearly, provide arguments and statistics to back up your points and help the reader see both sides of the question.</td>
<td>• Well-written text. (Problem: Too general: no specific examples of what is successful)</td>
</tr>
<tr>
<td>• Comment: Your text is very funny. I like paragraphs 2 and 3. You do a good job of respecting the purpose of the text: to entertain the audience.</td>
<td>• Your text is very funny. (Problem: Too vague.)</td>
</tr>
<tr>
<td>• Comment: Your text needs to be written in the past tense; most of the verbs are in the present.</td>
<td>• Too many grammar mistakes. (Problem: Not specific enough.)</td>
</tr>
<tr>
<td>• Comment: Your definition of GMOs is incorrect.</td>
<td>• Wrong information. (Problem: Not specific enough.)</td>
</tr>
<tr>
<td>• Suggestion: You use the word “good” 5 times in your text. What about using synonyms such as: amazing, incredible, interesting, awesome, excellent, first-rate, great...?</td>
<td>• You use the word “good” 5 times in your text. Use your imagination. (Problem: Unclear. Not helpful.)</td>
</tr>
<tr>
<td>• Suggestion: Rewrite this paragraph in your own words or include a direct quotation from the text. Maybe you could mention...</td>
<td>• These sentences are copied. (Problem: Unspecific. What is suggested?)</td>
</tr>
<tr>
<td>• Suggestion: You need to do more research because some of the facts mentioned in your text are incorrect.</td>
<td>• Inaccurate information (Problem: Unspecific.)</td>
</tr>
<tr>
<td>• Suggestion: Use more specific words to make your point. For example, “say impressive” result instead of “good result”.</td>
<td>• Your word choice is boring. This part is stupid. (Problem: Disrespectful. Judgmental, unhelpful.)</td>
</tr>
<tr>
<td>• Suggestion: Your conclusion does not review the key points in your text. You could...</td>
<td>• Weak conclusion. (Problem: Not specific enough.)</td>
</tr>
<tr>
<td>• Suggestion: If you gave a personal anecdote, your text would be more interesting.</td>
<td>• Your text is a disaster! (Problem: Disrespectful. Too vague.)</td>
</tr>
</tbody>
</table>

"Peer review is another strategy for managing the load to ensure lots of timely feedback; it’s essential, however, to train students to do small-group peer review to high standards, without immature criticisms or unhelpful praise."

Grant Wiggins
3. BENEFITS AND CHALLENGES OF PEER FEEDBACK

The following charts recap the benefits of peer feedback, as well as present challenges and proposed solutions.

<table>
<thead>
<tr>
<th>BENEFITS</th>
<th>SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps students review and rethink their writing and allows them to discover their strengths and weaknesses.</td>
<td>Pairing students (social relationships) is a consideration when it comes to planning for peer feedback. Receiving feedback from multiple peers is a useful approach.</td>
</tr>
<tr>
<td>Gives students other sets of eyes to look over their text (a fresh perspective).</td>
<td>Explains to students the richness of receiving feedback from more than one source. Remind students that the discussions will help them make sense of the information they receive.</td>
</tr>
<tr>
<td>Creates a stronger sense of audience.</td>
<td>Provide a checklist to guide students and clarify expectations from the start.</td>
</tr>
<tr>
<td>Gives students immediate and increased feedback.</td>
<td>Model the way to give/receive feedback and provide practice opportunities. Offer examples of appropriate functional language and model expected behaviours.</td>
</tr>
<tr>
<td>Encourages students to collaborate, learn from peers, develop communication skills (listening and responding to feedback, writing comments).</td>
<td></td>
</tr>
<tr>
<td>Develops critical thinking skills.</td>
<td></td>
</tr>
<tr>
<td>Allows students to be more engaged in using the writing process.</td>
<td></td>
</tr>
<tr>
<td>Provides an interactive context for writing.</td>
<td></td>
</tr>
<tr>
<td>Enhances responsibility and autonomy as ESL learners.</td>
<td></td>
</tr>
<tr>
<td>Emphasizes the importance of the writing process, in particular revising and editing.</td>
<td></td>
</tr>
<tr>
<td>Facilitates goal setting and regulates own development as a writer.</td>
<td></td>
</tr>
</tbody>
</table>

**CHALLENGES**

- Friends may be more lenient than the teacher during peer feedback *(e.g. emotions and loyalties may intrude making some students reluctant to find fault)* or the opposite may be true—the feedback might be unclear or overly critical and harsh *(e.g. students might review the work of someone they are at odds with)*.

- Some students may prefer receiving feedback from the teacher instead of peers. The peer feedback may be discarded or disregarded.

- The feedback might be uncritical or perceived as being focused on whether the student reviewer likes or agrees with a work rather than its quality.

- Students lack the background to know professional expectations and standards, so they are unsure how to give helpful feedback.
4. PLANNING FOR PEER FEEDBACK: TIPS FOR TEACHERS

It is important to carefully plan peer feedback during the writing process. Here are twelve peer feedback tips at a glance. The next section offers more detailed suggestions on what to plan before, during and after a peer feedback session.

4.1 PEER FEEDBACK AT A GLANCE

- TIP 1: Cultivate a positive classroom environment.
- TIP 2: Define peer feedback.
- TIP 3: Model peer feedback. Demonstrate what effective peer feedback looks and sounds like. Teach any strategies that students will need.
- TIP 4: Offer various practice opportunities (sample texts to revise and edit).
- TIP 5: Provide a checklist to set and clarify expectations (target only a few, specific items).
- TIP 6: Have students become accustomed to giving/receiving regular peer feedback.
- TIP 7: Provide resources (dictionaries, grammar references, feedback cards, list of proofreading marks).
- TIP 8: Place students in predetermined pairs/teams and set a time limit for Steps 9 to 12.
- TIP 9: Give students time to read the text and write down their feedback.
- TIP 10: Give students time to discuss the feedback.
- TIP 11: Give students time to consider the feedback, make adjustments to their text and write their final version.
- TIP 12: Give students time to reflect on the peer feedback session as well as their writing.

“The main thing I try to do is write as clearly as I can. I rewrite a good deal to make it clear.”

E.B. White,
American Author
4.2 BEFORE A PEER FEEDBACK SESSION

- Establish and promote a positive, interactive classroom climate.
- Set up time for peer feedback in class.
- Prepare materials (e.g. checklist, functional language, feedback cards, sample texts, proofreading marks, dictionaries...)
- Discuss the benefits and challenges of peer feedback and address concerns (e.g. help students consider the value of giving/receiving feedback).
- Introduce and define the concept of peer feedback. For example:
  Peer feedback is about sharing your writing with classmates so that they can read your text and give you written comments and suggestions to help you improve your writing. This collaboration gives you the opportunity to use the feedback you receive to make changes before writing the final version of your text. Discussing the written feedback will help you to clarify the feedback you receive. Collaborating will provide you with useful information that will help you communicate more effectively. There is no pressure to accept the feedback. Writers have the final say and make the decision whether or not to integrate the feedback.
  OR
  - Peer feedback is about sharing your writing with classmates so that they can read your text and give you written comments and suggestions to help you improve your writing.
  - This collaboration gives you the opportunity to use the feedback you receive to make changes before writing the final version of your text.
  - Discussing the written feedback will help you to clarify the feedback you receive. Collaborating will provide you with useful information that will help you communicate more effectively.
  - There is no pressure to accept the feedback. Writers have the final say and make the decision whether or not to integrate the feedback.
- Teach students how to give and receive appropriate feedback by explaining and modelling/demonstrating effective peer feedback (e.g. use a teacher-written or anonymous student text; role-play a peer feedback session with students; use a think-aloud to verbalize thoughts out loud for students; provide visuals that students can refer to at a glance, such as posters or multimedia presentation.)
- Engage students in activities to prepare them for peer feedback and give them confidence.
  → Provide students with regular practice opportunities to give feedback on sample texts (i.e. individual/whole class guided practice using a model text or an anonymous text from a former student).
  → Show an example of what an edited text looks like (e.g. use a made-up text or one from the distant past so as not to single out current students, show feedback written in the margin or use sticky notes).
- Clearly define expected behaviours (e.g. What is constructive feedback? What is respectful feedback? Which social skills do I use? Remember to explain the feedback you gave orally.)
- Teach and encourage strategy use, as needed (e.g. pay selective attention, scan, ask for help/repetition/clarification/confirmation, encourage self and others)
- Go over checklist with students and explain the specific kind of feedback that students will give/receive (adapted to the requirements of the written text and students’ level/needs), specify the goal of the peer feedback session including the key items that students need to focus on (revising and/or editing).
- Provide functional language/vocabulary needed for discussing feedback.
Inform students where to provide written feedback (e.g. on sticky notes, directly on the draft in the margin, on feedback cards or peer feedback checklist).

Remind students of classroom common errors (e.g. list, poster, personal language repertoire).

Teach and use standard proofreading/editing marks.

Create pairs/teams of student reviewers and set up time for each part (reading the text and providing written feedback, discussing the feedback, reflecting).

4.3 DURING A PEER FEEDBACK SESSION

Maintain a positive, interactive learning environment (e.g. encouraging/guiding students as they provide peer feedback to one another, circulating around the classroom to monitor students’ understanding, provide assistance to help students find solutions to challenges).

Provide students with materials and resources and support (e.g. checklist, functional language, feedback cards, sample texts, proofreading marks, dictionaries...)

Organize the logistics:
→ After students have completed their drafts, have them self-edit their texts.
→ Place students in (previously determined) teams. Each person is responsible for giving feedback both orally and in writing using the tools provided (e.g. checklist, feedback cards).
→ Students swap texts.
→ Peer reviewers have a time limit to read, review a text and write down their feedback (e.g. 20 minutes for a 250-word paper).
→ Students take back their texts and read the feedback provided.
→ Students negotiate the written comments with their peers. Then, roles are reversed (e.g. 15 minutes can be given for the discussion period).
→ Students who work quickly may be able to provide feedback to several peers.

Monitor students as they provide/receive peer feedback. Using resources, students review their texts individually and decide which feedback to accept/reject.

4.4 AFTER A PEER FEEDBACK SESSION

Discuss common errors with the entire class (e.g. provide a sheet, display it as a classroom resource).

Teach and encourage strategy use, as needed (e.g. recast, rephrase, pay selective attention, self-evaluate, scan, skim, ask for help/repetition/clarification/confirmation, cooperate, encourage self and others, lower anxiety).

Maintain a positive, interactive learning environment (e.g. celebrating successes, considering student suggestions).

Help students reflect on the peer-editing experience and suggest improvements.

Ask students for feedback: Have a short discussion with students about what worked well and what can be improved. (Possible questions: Was it difficult to revise/edit someone’s text? What helped you? What could improve the experience? What were some successes and challenges?)
5. TEACHER TOOLS

It is important to prepare students prior to engaging in a peer feedback session. Here are some suggested activities:

**ACTIVITIES TO PREPARE STUDENTS FOR PEER FEEDBACK**

5.1 **Mini-Lesson**
Explicitly teach concepts related to peer feedback that students must become familiar with. The topic of a mini-lesson should be short, simple and specific (e.g. how to give and receive feedback, how to revise a text, how to edit a text). For example, in a mini-lesson on how to give and receive feedback, teachers can model the expected behaviours and targeted functional language. Key elements from the mini-lesson can be displayed for student reference.

5.2 **Peer Feedback Demonstration**
Teachers can model or role-play with a few volunteer students the behaviours, social skills and language that are expected during an effective peer feedback session or can demonstrate opposite behaviours that make a peer feedback session ineffective. After the demonstration, students can discuss the key social skills and language for giving/receiving feedback. Students can brainstorm their top five individually and then come to a class consensus. “A good peer feedback session looks like this and sounds like this...”

5.3 **Peer Feedback Team Revision**
Students receive anonymous segments of peers’ texts containing errors that need to be corrected. The texts can be photocopied and cut into slips of paper (like a coupon) or projected on a screen so that the whole class can contribute to the feedback. Students compare and contrast their points of view and try to come to a consensus on the feedback and explanations to be given to the writer. This activity aims to help students better understand how to give peer feedback during the writing process.

Variation: Provide students with two sample texts, a well-written text and a counter-example. Have students define and deconstruct what makes a well-written text and a poorly written text.

5.4 **Model Texts**
Share the outline, draft(s) and the final version of a text with students in order to demonstrate the different steps in the revising and editing phases of the writing processes. Use a think-aloud in order to explain the rationale behind each step. Drafts can be displayed in the classroom in order to provide students with authentic models.

5.5 **Scrambled Texts**
A scrambled text can be used to illustrate the importance of organizing ideas and writing clear paragraphs. Choose a short text, cut up the text into sections (paragraphs) and mix up the different sections of the text. Have teams of students put the text back into the correct order. Have them justify their choices before revealing the original text.

5.6 **Writing Blunders**
To focus on language conventions, provide students with a sample text that contains grammar, spelling and punctuation errors. Individually, have students correct the text. Then, in pairs/teams, have students compare their answers. Provide students with the corrected version of the sample text and have a classroom discussion.
5.7 Classroom-Generated Checklist
Once students have gained experience with giving and receiving peer feedback, they can be invited to create or modify an existing peer feedback checklist for a specific writing task. The entire class can vote on the content of the checklist so that each student refers to the same criteria.

5.8 Common Errors
Provide overall feedback to the entire class on the most frequent errors students make during writing tasks. Be sure to draw their attention to what they do well, as well as to what needs improvement. This refers to group strengths and successes, as well as general difficulties experienced by a number of students. A list of common classroom errors can be shared/posted for future reference during writing tasks. The numbers in parentheses show the number of errors in each sentence.

- She didn’t except his answer. (1)
- My holidays was very nice. (2)
- I like going at the cinema on week-end. (2)
- I listen many popular song. (2)
- Her father is teacher. (1)
- The concert was happened last week. (1)

5.9 Goal-Setting
Have students identify a goal that they have for the writing task at hand. What will they do to accomplish the writing task successfully? What will they do to ensure that the peer feedback session is helpful? Remind students to self-edit their texts before turning them over to a peer for feedback.

• PEER FEEDBACK ACTIVITIES

5.10 Read Aloud
One technique that may be helpful during peer feedback is to read the text aloud. Very simply, pairs of students take turns reading their texts to each other. The act of reading aloud someone’s text while the other student hears what they wrote helps a student listen for sentences that are unclear or wordy. Also, students will hear words that perhaps are overused and ideas that are unclear. The listener/author of the text should make notes when they hear potential problems with their own text. After the reading, the students take turns discussing what they read and wrote.

5.11 Cemetery of Dead Words
Too often, students use general adjectives and weak verbs. As a result, their text often lacks description and/or is redundant. One way to creatively address the issue is to establish a list of overused adjectives and verbs that should not be used in their texts and to pronounce these words as “dead.” Such a list can be put on a bookmark for students to refer to. The list may be generated with students, though an initial list may come from the teacher. Such overused or “dead words” could include:

good go fun
big bad look
a lot beautiful
nice say
happy very
5.12 Word Walls

Word choice can make all the difference in communicating clearly and effectively in a piece of writing. As a follow-up to the “cemetery of dead words”, create word walls with students to generate a collective bank of vocabulary words to replace the overused or “dead” words.

<table>
<thead>
<tr>
<th>INSTEAD OF...</th>
<th>USE...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Excellent, incredible, positive, appreciative, agreeable, amazing, fine, pleasant, honest, lovely, amusing, enjoyable...</td>
</tr>
<tr>
<td>Bad</td>
<td>Horrible, awful, appalling, shocking, dreadful, terrible, nasty, unpleasant, disagreeable, unlikely, dire, disastrous...</td>
</tr>
<tr>
<td>Happy</td>
<td>Content, delighted, pleased, glad, joyful, cheerful, in high spirits, blissful, ecstatic, thrilled, elated, overjoyed, cheerful...</td>
</tr>
<tr>
<td>Say</td>
<td>Speak, utter, articulate, declare, state, express, communicate, convey, converse, tell, chat, verbalize, articulate, announce...</td>
</tr>
</tbody>
</table>

“The difference between the almost right word and the right word is the difference between a lightning bug and lightning.”

Mark Twain, American Author

5.13 One-Two-Everyone

When students are writing they sometimes feel that they have a difficult time thinking of new words. Using a think-pair-share, ask students to take out three different coloured pens and/or pencils. Give the class a few overused words. Individually, students write down all the synonyms they can think of for the assigned words. The students should do this in one colour of pen/pencil only. Then, ask the students to turn to their shoulder partner and listen to the words their partner came up with. Ask the pairs to listen to each other and to write down, in a different colour, the words that are not already on their list. Then, the pairs turn back and work with the pair behind them. Again, the pairs share their list of words. If students hear a word that they have not already written down, they add it to their list, this time writing it in yet another colour. When students make use of the different colours they see how working with others helps them to increase their vocabulary.

5.14 “Only If I’m Sure”

With the method “only if I’m sure,” students must first receive their texts back from the teacher.

Step 1: The teacher would have to provide corrective feedback to the students’ texts using proofreading marks or a symbol system.

Step 2: When the students receive their text with the teacher’s feedback, they number all of their errors on the text, as for example 1 to 24.
Step 3: The students number a blank piece of paper using the same numbers, in the case of the example in Step 2: 1 to 24.
Step 4: On the numbered papers, students correct only the errors they are sure they know how to fix; all others need to remain untouched.
Step 5: The students form groups of four. The students work together with their shoulder partner first and then the partner facing them. The partners help the students fix the errors that were not corrected but, once again, only if the student is sure of the correction.
Step 6: While students work in groups, the teacher circulates in the classroom, helping out students with the errors they are unsure how to correct. It is important that students keep their lists of errors throughout the school year as a reference, much like a personal dictionary. This way, they can refer to these lists to help them more easily recognize the errors they have made in the past.

5.15 Label That Text
A visual technique that students can use involves labelling or deconstructing a written text. Students need several coloured pens or crayons. Ask students to label their partners’ text in order to identify the different parts of an essay, for example:
- Label the paragraphs from 1 to 5.
- Underline the thesis statement.
- Circle the topic sentences (3 in total) in red.
- Draw a rectangle around the supporting details (3 per paragraph).
- Underline the concluding sentences (3 in total) in blue.

The above format works best for a 5-paragraph text but the idea of labelling can be used with any kind of text.

5.16 Paper Rotation
In groups of four, students take turns sharing their written texts. Each student in the group is assigned a letter A through D. The students start with a text that does not belong to them. At the teacher’s signal, students rotate their papers every 10 minutes so that by the end of the peer feedback session they have read three written texts. The feedback given on each of the papers may be given in two forms:
A. Each of the four students has different aspects of the text to comment on or look at. For example:
   Student A looks at content.
   Student B looks at grammar.
   Student C looks at vocabulary.
   Student D looks at stylistic features (simile, metaphor, alliteration).
B. All the students in the group must look at and comment on the same content and features (see table below).
C. They must read what the student(s) wrote and not write the same feedback to broaden the scope of the feedback.

<table>
<thead>
<tr>
<th>CONTENT/FEATURES</th>
<th>STUDENT A</th>
<th>STUDENT B</th>
<th>STUDENT C</th>
<th>STUDENT D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stylistic features</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.17 Scavenger Hunt
A fun and different way to tackle peer editing is through a scavenger hunt. Have students share their text with a partner. Provide students with a checklist of items that they must find:
• Circle two verbs in the past tense in red.
• Underline five strong adjectives used in the text.
• Put a square around two adverbs that you think should be changed.
• Circle two nouns that you think are not specific enough in blue.
• Draw a rectangle around your favourite sentence.
It is important to have students discuss what they found in the hunt so that they can share and justify their opinions.

5.18 Feedback and Reflection T-Charts
Another technique to use is the T-chart. Ask students draw a T-chart on a piece of paper. Ask them to share their texts with a partner. Once they have read each other’s texts, they can comment on the content by completing the T-chart. The T-chart can be labelled as follows:

<table>
<thead>
<tr>
<th>FEEDb Ack</th>
<th>reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you did well</td>
<td>What you need to work on</td>
</tr>
<tr>
<td>How did peer feedback help you? Explain.</td>
<td>Which suggestion was most helpful? Why?</td>
</tr>
<tr>
<td>What should you remember next time you write a text?</td>
<td>Are you satisfied with the final version of your text? Why or why not?</td>
</tr>
</tbody>
</table>
6. STUDENT RESOURCES

6.1 Resources for Peer Feedback

- Guidelines for Feedback and Reflection (See Section 6.2)
- Functional Language for Giving/Receiving Respectful Feedback (See Section 6.3)
- Revising and/or Editing Checklists (See Sections 6.4, 6.5 and 6.6)
- Peer Feedback Cards (See Section 6.7)
- Proofreading Marks for Editing and Revising Cues (See Section 6.8)

Other:

- Dictionary (paper, electronic or online):
  - Merriam Webster:
    - http://www.merriam-webster.com/
    - http://www.learnersdictionary.com/
    - http://www.esl-dictionary.com/
  - Collins:
    - http://www.collinsdictionary.com/
  - Oxford:
    - http://www.oxforddictionaries.com/
- Thesaurus:
  - http://www.oxforddictionaries.com/thesaurus/
- Grammar reference
- Outline
- Task Requirements
- Different coloured pens/pencils, highlighters, rulers
- Sticky notes

For learning and ongoing evaluation, students need access to a variety of material resources such as banks of expressions, checklists, encyclopedias, dictionaries, thesauruses and grammar reference books.
- Secondary Cycle Two Core ESL program, p. 6

“Write with the door closed, rewrite with the door open.”

Stephen King,
American Author
6.2 Guidelines for Feedback and Reflection

When giving feedback:
- Read your classmate’s text twice. (First, read it from start to finish to get a general understanding. Then, read it again, but with a critical eye to give feedback.)
- Make eye contact with the person who is speaking.
- Start with something positive about the text.
- Address one item at a time: Give clear, direct and specific information. Provide examples for clarity.
- Provide balanced feedback: Compliment what is good and give suggestions on what needs to be improved. Put yourself in the other person’s shoes. Be constructive and respectful. Remember, you are there to help.
- Make suggestions to improve the text. Use neutral and objective words. Critique the text, not the writer.
- Ask questions about what has been written, as needed.
- Refer to resources, as needed (e.g. model text, dictionary, thesaurus).
- Provide written comments (e.g. in the margin of the text, sticky notes, feedback card).
- Make sure that your classmate understands the written feedback you have given. Verify by asking them to rephrase what you have said.
- Express appreciation. “Thank you for sharing your text. You’re welcome for the feedback.”

While reading the text, consider the following:
- Consult the task requirements and checklist.
- Is the text complete? Does it meet the requirements?
- What is the message? Is it clearly presented?
- Is the language appropriate? Give an example.
- Is the target audience addressed?
- Is the purpose achieved?
- What are the strong points (e.g. interesting parts, effective word choice)?
- Which areas need to be improved?
- What are your overall impressions?
- What questions or comments do you have for the writer?
- Provide written feedback.

When receiving feedback:
- Read/listen carefully to all comments and suggestions. Make an effort to understand the feedback that you are being given.
- Make eye contact with person who is speaking.
- Nod your head to show you are listening.
- Be open to suggestions; accept different points of view (e.g. comments and suggestions offered by peers).
- Do not take feedback personally.
- Wait for your turn to respond to the speaker. Do not interrupt. Do not make excuses and explain only when necessary.
- Ask questions to better understand the feedback.
- Express appreciation. “Thanks for the feedback. Thanks for taking the time to look at my text.”

Reflect on the writing process and the feedback you received:
- Decide which parts of the feedback you will accept and integrate into your text. Make adjustments to your text:
- Revising: Add, substitute, remove and rearrange ideas and words
- Editing: Use a personalized checklist to proofread for common errors, use resources to correct errors (e.g. dictionaries, thesauruses)
- Did you cooperate well with the person giving you feedback? What worked? What didn’t? How could you have improved the situation? Which comment was most helpful? Why?
- Are you satisfied with the final version of the production? Why or why not?
- If you had to do it over again, what would you have done differently?
- Consider the feedback for future improvements.
6.3 Functional Language for Giving/Receiving Respectful Feedback

Giving Positive Feedback/Compliments
• The best part was…
• I liked your text because… I liked when you said… I was impressed with… It was funny, interesting, creative when you… I think you did a great job because… I really enjoyed…
• I think you gave really good examples.
• I learned a new word from your text __________________.
• I enjoyed this part of your text… This part of your text was really interesting…
• Your text makes me think of…
• This is a good idea… It was a great idea to…

Asking Questions (for Clarification, Confirmation)
• Let me ask you something… Why did you…?
• Can you tell me more about…? Could you explain why…? What did you mean when you wrote…?
• What part of your text do you think you need help with?
• Did you use the checklist to revise/edit your text?
• How do you feel about your final version/product?
• Do you want to say…?
• Can you explain…?
• Do you mean…?

Providing Feedback (Clarification, Confirmation, Suggestions)
• I noticed that… I don’t agree with… I agree with you on…
• I think you should… I had trouble understanding… It’s not clear to me why you chose to…
• You should have… You may/might want to…
• My first reaction after reading your text is…
• According to me, your text is very effective/not really effective because… I think the message you want to send is clear/unclear.
• I find that your audience is well targeted/difficult to identify.
• It is interesting to see your perspective on…
• You might want to…
• Maybe you could…
• What if you change the idea to…

Requesting/Receiving Feedback
• Could you tell me what you think of…?
• Would you help me with…?
• What did you mean by…? I see what you mean…
• Could you explain…?
• Does this part make sense to you? Is this part clear?
• Can you explain this suggestion…?
• What I wanted to say is…

Reacting to Feedback
• Thank you for your feedback. I appreciate your comments.
• I like your suggestion… That’s interesting. I see what you mean…
• I don’t agree because… We might disagree on… but…
• That’s good advice… That’s a good idea because…
• The reason why I… Let me explain why I wrote…
• I’m not sure I understand your comment about…
6.4 Suggestions for a Peer Revising Checklist

Choose from the examples below to create a personalized checklist for your students. Select only the most pertinent items based on the writing task and students’ needs. This list is not exhaustive.

Name: ___________________________ Peer Feedback Partner: ___________________________

Title: ___________________________

Before meeting with your partner:
☐ Read the text once to get a general idea. Do not write any notes on the text.
☐ Is the writing legible? Is it neat and easy to follow?
☐ Reread the text and write down your feedback (e.g. in the text, on a sticky note, in the margin...).
☐ Identify something positive about the text. What was your favourite part? What did you like best? Is the text interesting and original?
☐ Is the title suitable?
☐ Does the text meet the task requirements?

Participation in the writing process:
☐ Did your partner follow the different steps of the writing process?
☐ Did you cooperate with your partner to give and receive feedback?

Content of the message
☐ Is the text pertinent?
  • Is it text on topic?
  • Does the text achieve the intended purpose? (e.g. to inform, to persuade, to direct, to entertain, to express)
  • Is the text written with the intended audience in mind? (e.g. peers, friends, parents, teachers, general public)
  • Is the information accurate?
☐ Is the text coherent?
  • Does it make sense?
  • Is the message logical?
  • Is the message clear?
  • Is the message well-articulated?
☐ Is the text well-organized?
  • Is the text divided into paragraphs (e.g. is there a beginning, a middle and an end)?
  • Is there only one main idea per paragraph?
  • Should some information/ideas be rearranged or changed?
  • Are some sentences too long or too wordy?
☐ Are the ideas and viewpoints well-developed?
  • Is the text too short?
  • Are sufficient facts, explanations, examples and explanations provided? Should any information/ideas be added to the text?
  • Do the details support the main idea?
  • Is there any repetition? Should some information/ideas be deleted?
  • Is any important information missing?

Other:
☐ Write something positive about what you read. What was your favourite part? What did you like best?
☐ Comments/questions/suggestions for improvement:

After meeting with your partner:
☐ Decide which suggestions/comments you will accept and integrate into your text.
☐ Make the necessary changes (e.g. delete unnecessary parts, add missing details).
6.5 Suggestions for a Peer Editing Checklist

Choose from the examples below to create a personalized checklist for your students. Select only the most pertinent items based on the writing task and students’ needs. This list is not exhaustive.

Name: ___________________________ Peer Feedback Partner: ___________________________

Title: ___________________________

Before meeting with your partner:
☐ Read the text once to get a general idea. Do not write any notes on the text.
☐ Is the writing legible? Is it neat and easy to follow?
☐ Reread the text and write down your feedback (e.g. in the text, on a sticky note, in the margin...).
☐ Use proofreading marks to provide your partner with feedback.
☐ Use resources as needed (e.g. online dictionary, thesaurus, word walls, bank of expressions, spell check...)
☐ Does the text meet the task requirements?

Formulation of the Message
☐ Is the language repertoire appropriate?
  • Is the word choice correct? (e.g. the writer uses precise words, appropriate vocabulary)
  • Are the same words used repeatedly or are synonyms used?
☐ Are the language conventions used correctly?
  • Are complete sentences used? (S-V-O)
  • Word order
  • Verbs: Subject-verb agreement (e.g. third person –s), verb tense
  • Spelling: (familiar/common words and those from texts provided)
  • Capitalization: title, beginning of sentences, proper nouns, pronoun “I” are capitalized
  • Punctuation marks: periods, commas, question marks, quotation marks... .
  • Idiomatic language (typical English expressions)
☐ Are text components/text features used correctly?

Enriched ESL program
☐ Is the appropriate language register used (e.g. formal to informal)?

Other:
☐ Write something positive about what you read.
☐ Comments/questions/suggestions for improvement:

After meeting with your partner:
☐ Decide which suggestions/comments you will accept and integrate into your text.
☐ Make the necessary changes (e.g. make spelling corrections, use more specific words).
6.6 Writing Process—Peer Feedback Checklist

1. Read the text once to get a general idea.
2. Reread the text aloud (if possible).
3. Write something positive about what you read. What did you enjoy? What was effective?
4. **Revising Phase**: Give feedback on the following:

<table>
<thead>
<tr>
<th>Revising</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
| **Clear main idea** | • Is the purpose clear? Does the text achieve the intended purpose?  
• Does the text address the intended audience?  
• Is the text on topic? |     |    |
| **Organization of ideas** | • Is the text divided into paragraphs?  
• Do the paragraphs make sense? Do they contain only one main idea per paragraph?  
• Is anything missing?  
• Are the sentences easy to understand?  
• Are some sentences too long and wordy (run-ons)? |     |    |
| **Details** | • Do the details support the main idea?  
• Are sufficient details, examples and explanations provided?  
(Think of the five senses: seeing, hearing, touching, tasting, smelling)  
• Are the examples, facts/opinions and details true or pertinent? |     |    |
| **Other** | • Is the information accurate?  
• Is the text too short? |     |    |

5. **Editing Phase**: Give feedback on the following:

<table>
<thead>
<tr>
<th>Editing</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capitalization</strong></td>
<td>• Beginning of sentences, proper nouns, pronoun “I”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>• Periods, commas, question marks, quotation marks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>• Misspelled words (familiar/common words and those from texts)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Grammar** | • Complete sentences are used (S-V-O)  
• Targeted verb tense for the text | | |
| **Word Choice** | • Are the words varied and interesting?  
• Circle weak words (fun, nice, bad).  
• Circle overused words (and, then). | | |
| **Other** | • Is the title of the text capitalized correctly? | | |

6. Was it easy to give feedback on this text?  
7. Does the text meet the task requirements?  
8. Suggestions for improvement:
6.7 Peer Feedback Cards

<table>
<thead>
<tr>
<th>Writer:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td></td>
</tr>
</tbody>
</table>

**What did I like about the text?**

**Two questions/comments I have about the text:**

**Two suggestions for improvement:**

**Answer these questions:**
- [ ] Is the text on topic?
- [ ] Is the text easy to understand?
- [ ] Is the word choice effective?
- [ ] Are the text requirements met?
- [ ] Is the text well-organized?
- [ ] Does the text target the intended audience?
- [ ] Does the text achieve the intended purpose?
- [ ] Is it free of capitalization and punctuation errors?
- [ ] Is it free of spelling and grammar errors?

**Other Feedback:**

**Reviewer’s name:**

---

**What did I like about the text?**

**Two questions/comments I have about the text:**

**Two suggestions for improvement:**

**Answer these questions:**
- [ ] Is the text on topic?
- [ ] Is the text easy to understand?
- [ ] Is the word choice effective?
- [ ] Are the text requirements met?
- [ ] Is the text well-organized?
- [ ] Does the text target the intended audience?
- [ ] Does the text achieve the intended purpose?
- [ ] Is it free of capitalization and punctuation errors?
- [ ] Is it free of spelling and grammar errors?

**Other Feedback:**

**Reviewer’s name:**
6.8 Proofreading Marks for Editing and Revising Cues

A. Proofreading Marks

<table>
<thead>
<tr>
<th>CODE</th>
<th>ERROR INDICATED</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>/</td>
<td>Insert a word</td>
<td>Look at / dog.</td>
</tr>
<tr>
<td>/</td>
<td>Start a new sentence</td>
<td></td>
</tr>
<tr>
<td>//</td>
<td>Start a new paragraph</td>
<td></td>
</tr>
<tr>
<td>Sp</td>
<td>Spelling error</td>
<td>I sent the pakage to France.</td>
</tr>
<tr>
<td>Cap</td>
<td>Capitalize the letter</td>
<td>where are you going?</td>
</tr>
<tr>
<td>C,</td>
<td>Insert a comma</td>
<td>When it rains, my dog barks.</td>
</tr>
<tr>
<td>“ins”</td>
<td>Insert quotation marks</td>
<td>“Hi,” shouted Teresa.</td>
</tr>
<tr>
<td>Art</td>
<td>Error with articles (a, an, the)</td>
<td>The mayor built an school.</td>
</tr>
<tr>
<td>c/unc</td>
<td>Countable/uncountable error (you can use a/an before countable nouns but never before uncountable noun)</td>
<td>She bought a sugar. (wrong) She bought a dog.</td>
</tr>
<tr>
<td>Wo</td>
<td>Wrong word order</td>
<td>He likes his shoes blue.</td>
</tr>
<tr>
<td>Ww</td>
<td>Wrong word</td>
<td>Witch book would you like?</td>
</tr>
<tr>
<td>Wt</td>
<td>Wrong tense</td>
<td>He walk to school yesterday.</td>
</tr>
<tr>
<td>Irreg</td>
<td>Irregular verb</td>
<td>I eat a sandwich yesterday.</td>
</tr>
<tr>
<td>?</td>
<td>Unclear</td>
<td>It was for a more better idea.</td>
</tr>
</tbody>
</table>

B. Revising Cues

<table>
<thead>
<tr>
<th>SENTENCE STARTERS</th>
<th>SAMPLE QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I noticed...</td>
<td>What attracted your attention?</td>
</tr>
<tr>
<td></td>
<td>What seems to work well in the text?</td>
</tr>
<tr>
<td></td>
<td>What details seem especially vivid?</td>
</tr>
<tr>
<td></td>
<td>What will you remember?</td>
</tr>
<tr>
<td>I wondered...</td>
<td>Do you have any questions?</td>
</tr>
<tr>
<td></td>
<td>Did something confuse you?</td>
</tr>
<tr>
<td></td>
<td>Do you think something might have been said differently?</td>
</tr>
<tr>
<td>I think you should...</td>
<td>Do you have a suggestion?</td>
</tr>
<tr>
<td></td>
<td>Do you have a solution?</td>
</tr>
<tr>
<td></td>
<td>Do you have an idea to share?</td>
</tr>
</tbody>
</table>
6.9 Sample Text (Revising and Editing)

The following sample text can be used to demonstrate giving/receiving peer feedback and/or can be used as a model text to help students practise revising and editing.

Many people like summer because it’s hot, but me I don’t like it. My favorite season is Winter. I like winter because its hockey season and its make me happy, It makes me feel close to my family and I think it looks better on cold days. Play hockey on a cold day is gone make me happy. Playing hockey made me feel good. I can do this at the arena or out. It makes me feel close to my family because we all watch hockey on TV. We play too. On some cold day it is all white outside and you look out your window to see beauty you feel happy. You want to take picture it look so beautifull. Most people like summer but not me. I like winter because its hockey season and its make me happy, It makes me feel close to my family and I think it looks better on cold days.

6.10 Student Sample Texts (Team Reviews)

The following four sample texts (Students A-B-C-D) can be used as a practice activity to prepare students to give peer feedback. The texts can be used with one of the proposed activities such as Peer Feedback Team Revision (See Section 5.3) or Paper Rotation (See Section 5.16).
PRODUCT/BUSINESS PROPOSAL

You will write a 4-paragraph text.

Paragraph 1 is the introduction, Paragraphs 2 & 3 are the body of the text and Paragraph 4 is the conclusion.

Paragraph 2 provides a description of your product/business. Paragraph 3 explains why someone would be interested in your product/business. How does it impact people’s lives? How does it impact nature or everyday life? How does it help or solve a problem?

Use the future tense, when appropriate. Plan the outline of your text before writing your text.

STUDENT A

Luminous tree

A lot of electricity is use to supply the street lamps in a city. Have you ever think about a natural way to light up a town without electricity? With my invention, it’s now possible.

My product is a luminous tree who will replace the ordinary street lamps. The leaves at the trees will shine and will light up the streets. But how is it possible? The trees are modify. A part of ADN of a firefly or of an underwater bactery will be put on the gene of the trees. You just have to plant it on the ground and it will work! It’s the same principle that a normal tree, no electricity is necessary. The cost of the production is not expensive so we can equal the price of our competitor that is about one thousand of dollar per tree. The idea come up when I was was searching a way to help the environment.

I think that the cities would be interested to buy my product they don’t need electricity to work and they are effective as much that a normal street lamp. Cities would also like my product because they don’t need to hire some electrician to repair the street lamps. It will impat people’s lives because they will have more the impression to live in the nature. The luminous trees will help a lot the environment because they will reduce a lot the consumption of energy of the earth

In conclusion, my product will revolutionize the world because of its originality and because the luminous trees are really ecofriendly. The product was invented for replace the street lamp in the city, but everyone can buy one for his own interest
The lawn robot

Are you tired to pass all your summer to cut your lawn or to give a lot of you money to a man who do it for you? I have the solution at your problem. I create the lawn robot. This robot is made to cut the lawn of your field without any human help except to start it. In the following paragraph, I will explain how it works and the marketing part of my amazing invention.

The lawn robot is really easy to use. First, you open it with the red button, second, you put the longer lawn you whant it to be and finally you let him go. The robot is going to stop only if all the lawn is perfect. It’s not going to miss one part because it has an eye who guide him. This eye make him really safe because it sees people or things so it doesn’t hit them. This robot, that I invented because I was tired of cutting the lawn each week is going to cost only $150. This is cheaper than compagnes who make it for you and we are making a benefit of 100$ on each robot.

I think people will buy this product because in our society every person are trying to do the less possible work so if a robot can do the work for them at a cheap price, they will buy it. In more, the robot is good for the nature because it works at electricity and it just takes half an hour to reload for five hours of works and the battery is guarantee for three years so don’t worry, it will work for a long time.

Finally, I hope that you will like my new lawn robot and that you will by one when it’s going to be in all the good shop. And remember, the lawn robot makes you save time so you don’t skip summer.
PRODUCT/BUSINESS PROPOSAL

You will write a 4-paragraph text.

Paragraph 1 is the introduction, Paragraphs 2 & 3 are the body of the text and Paragraph 4 is the conclusion.

Paragraph 2 provides a description of your product/business. Paragraph 3 explains why someone would be interested in your product/business. How does it impact people’s lives? How does it impact nature or everyday life? How does it help or solve a problem?

Use the future tense, when appropriate. Plan the outline of your text before writing your text.

Student C

Wind Power

Don’t you hate when your Ipod or Iphone run out of battery very fast and you don’t necessary have the battery recharger? Well, I invented a product to solve this problem. It is called Wind-Charge. If you want to know more about it, here is the details of my product.

Here is some descriptions of the Wind-Charge. It is very easy to use. First of all, you have to plug in the Wind-Charge into the bottom of your Ipod or Iphone, where you plug in your battery recharger. Next step, you must go outside and run with it! The battery will recharge faster if you run fast. You may ask yourself why. It is because my product is made the same idea as the wind power. It would cost about 400$.

I think that people should buy my product, because you don’t have to find a blocked to recharge your electronics. The Wind-Charge is small. So you can bring it with you for your travelling, because it won’t take a lot of places and also it isn’t very heavy. Besides, you have to do exercise to recharge the battery. So, my product will have a very important impact about people’s lives, because if they have to do exercise to get their battery recharged, they will be in good health. I invented this product, because I think that people aren’t doing enough of exercises because they just want to stay at home and I want to find a way to get them motivated to do exercises.

In conclusion, I hope that you like my invention.
PRODUCT/BUSINESS PROPOSAL

You will write a 4-paragraph text.

Paragraph 1 is the introduction, Paragraphs 2 & 3 are the body of the text and Paragraph 4 is the conclusion.

Paragraph 2 provides a description of your product/business. Paragraph 3 explains why someone would be interested in your product/business. How does it impact people’s lives? How does it impact nature or everyday life? How does it help or solve a problem?

Use the future tense, when appropriate. Plan the outline of your text before writing your text.

Student D

Help at midnight?

Have you ever experience a closed pharmacy? Did you ever need some disposal nappies at midnight because you were out of them? Then I will present you in this text, the very new and original product that will solve that kind of problems and surely change your life forever. The Micropharmacy!

The Micropharmacy is a vending machine like cola or candy ones, that dispense practical and usual pharmacy products as toilet paper, dispensal nappies, soap, tissues and maternity milk. The machines would be scattered in local areas and would be functional 24 hours a day. Every week, an employee would come collect the money from the vending machine and replace some new products in it. Of course, the dispenser would be super resistant to avoid theft and the products would cost a little more than real pharmacies’ ones because it’s a local last minute kind of service.

People could be interest in this invention because it’s really cheap to start and can get big very quickly. For example, we can start by putting one or two Micropharmacy in one neighbourhood and after a month or so take the money we made out to put two other ones further, etc. This business will work because new families always need some help with their new babies and everything. It also help the environment because you can get to the vending machine by walking instead of going to a pharmacy with your car.

In conclusion, if you want a very helpful an cheap invention that will change people life forever, invest in the Micropharmacy. It’s a innovative machine that will certainly interest people because of his easy-to-use concept and his durability. And who knows, maybe will you use it someday.
7. PEER FEEDBACK FAQS

1. **How can students provide each other with effective peer feedback?**

   The key to effective peer feedback is making sure that students are properly prepared and taught how to give and receive appropriate feedback. In order to structure success, students must be provided with the necessary information and tools, including clear expectations on acceptable behaviour; examples of functional language, checklists, models and practice opportunities, as well as support and guidance.

   Some students may be accustomed to exchanging feedback in their French classes. Making links to the writing process used in French class highlights the value of peer feedback as well as helps students develop a better understanding.

2. **How does peer feedback deal with students’ grammatical errors?**

   It is not reasonable to think that students will find all grammatical errors—especially second-language learners. Select only the specific, targeted grammar that students are expected to use correctly. For example, if the goal is to write in the past tense, have students pay attention to the verbs written in the simple past tense. It would be advantageous if a review of the targeted grammar rules followed the peer editing session. Remember that peer feedback can also focus on content and not just language conventions such as grammar.

3. **How should you plan for peer feedback?**

   Peer feedback should be planned with care and should follow the suggested steps outlined in this handbook. Ideally, students should complete a writing task within a brief period of time (the same week) so that the peer feedback is timely and students can incorporate the information quickly into their text.

4. **What if students reinforce each other’s errors?**

   By placing students in mixed-ability groups they can learn from each other. Such mixed-ability groupings reduce the likelihood of students reinforcing each other’s errors. As well, feedback from multiple students can prevent this from occurring.

   If an error is reinforced or if it persists, it is an opportunity for the teacher to discover what items are challenging for students. The teacher can take advantage of this situation in order to discuss these items with individual students or have a class talk about common errors. It goes without saying that teachers have the final say when it comes to feedback.

5. **Will high school students take peer feedback seriously?**

   Students will take peer feedback more seriously if the teacher strongly believes in its pedagogical value and explains its importance. As well, approaches to peer feedback should be varied in order for the experience to be rewarding and motivating.

6. **Are students able to provide honest feedback or will they simply praise the texts?**

   The teacher has to model what it is to give appropriate feedback. Using anonymous texts from previous students and modelling how to give feedback can be helpful. As well, multiple reviewers help increase the probability that students will receive honest feedback.
7. Does peer feedback encourage cheating and plagiarism?

If this is a concern, a frank discussion about plagiarism and cheating should be had with students. Students need to be reminded that the goal of peer feedback is not to do the work for others or take advantage of seeing their classmates’ text. Rather, it is an opportunity to work together and learn from each other—a useful life skill.

8. Peer feedback seems very time consuming. Should I invest all that time?

When you consider the advantages of peer feedback, the time invested is worth it. One thing to keep in mind is that peer feedback is a process that requires time, especially at the beginning when students are first initiated into it. Going through the process of peer feedback can help with writing skills. The time spent on peer feedback helps students think more carefully about the writing task. It reminds students of the expectations, helps students notice common errors and shows them that others sometimes face the same challenges.

9. What do I do if some students don’t want to work together?

It is important to establish a climate of mutual trust and respect in the classroom. A variety of groupings can be used so that the students are used to working with different classmates. Randomly assign groups so that students frequently change feedback partners or allow them some choice in selecting one of their peer feedback partners.

10. What if my students don’t trust the feedback they get from their peers or if some students offer inadequate feedback?

Teachers need to establish that peer feedback is useful. Reassure students that everyone has something to contribute because each reader sees the text differently and will share a different point of view. Students need to examine the feedback they receive and make a decision about what to accept and integrate into their written text in order to improve it. This is an important part of receiving feedback. In addition, feedback from various peers increases the chance that each student will receive helpful feedback.

11. Do students have to correct everything?

No, students do not have to correct everything. It is important for the teacher (and students) to establish which specific elements will be the focus of the peer feedback session. Often, targeting fewer items is more manageable and allows students to focus on the fundamentals of the writing task.

12. How can I ensure that peer feedback works for my students?

Effective planning, teacher guidance (including modelling) and ongoing support are key elements. It is important to offer students adequate practice opportunities in giving and receiving feedback. The key to success is coaching students by offering step-by-step guidelines (e.g. checklist as well as face-to-face discussions about the feedback) and monitoring their interactions.

13. When is it a good time to have students engage in peer feedback?

Once a favourable classroom climate has been established and teachers have become acquainted with their students, it is important to start early in the year so that students become accustomed to exchanging feedback.
14. **Will students interact in their L1?**

As with any type of group, there is always the possibility that students will resort to using their L1 (mother tongue). Examples of the expected functional language should be provided to students from the onset and the importance of using the L2 (second language) should be encouraged. It is important to circulate around the classroom during a peer feedback session so as to monitor and support students.

15. **Can younger learners engage in peer feedback?**

Yes. Younger students can focus on only a few key items so that the peer feedback session is more manageable and requires less time. Start with smaller groupings (pairs rather than teams) and have them engage in shorter tasks (10 to 15 minutes rather than 20 to 30 minutes).

16. **Are students expected to attribute a grade to their peers’ written texts?**

No, students must not attribute a grade to their peers’ written texts. It is the role of the teacher to evaluate students’ writing for recognition of competency development.

Peer feedback is used to support students’ learning and competency development. Peer feedback gives students the opportunity to examine their own writing as well as that of their classmates in order to identify what is effective and what is not. They learn from each other’s use of language, processes, strategies and resources, come to better understand themselves as writers and identify their strengths and weaknesses. Students are expected to request constructive feedback from peers and then decide whether or not to integrate this feedback into their work.
8. BIBLIOGRAPHY


Hafernik, J.J. “The How and Why of Peer Editing ESL Writing Class.” CATESOL, 1984, no. 4, Fall.


