Peer response in second language writing classrooms.

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Peer Response in Second Language Writing Cla

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Peer Response in Second Language Writing Classrooms

Michigan series on teaching multilingual writers (Series editors Diane Belcher and Jun
Jun Liu and Jette G. Hansen (2002)
Ann Arbor, MI: The University of Michigan Press
Pp. viii + 182
ISBN 0-472-08808-4 (paper)
$16.00

Perhaps nowhere before has there been such a focused, comprehensive discussion of L2
Jette G. Hansen in *Peer Response in Second Language Writing Classrooms*, an efficiently wri
Teaching Multilingual Writers.

The most important test that a teacher's resource book must pass is that it is indeed usefu
flying colors. Not only do the authors offer tips based on research and their own experien
included a list of "Suggestions for Teachers" at the end of each chapter. These lists are pac
peer response issues. The chapters themselves are clearly organized by use of explicitly la

Chapter 1 starts by addressing some of the most pertinent questions to any teacher using
detect problems in their peers' texts and whether students adopt more feedback from pee
research-supported chapter in the book, and, of course, it sets the stage for the ensuing ch

In the second chapter, the authors present clear distinctions between different types of lea
contemporary L2 writing text, as differences between adults and children and ESL and EF
attention over the past several years. The tone of this chapter is more forward-looking the
sense of usefulness and practicality: readers will not feel as if they are recounting the histo
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The full third chapter is devoted to a discussion of considerations to take into account whe
Though the authors do not prescribe a strict formula for establishing groups, they do offer
peer response as effective and harmonious as possible.

Chapter 4 explains different modes of response, including particular attention paid to com
look at the roles students take on in their peer response groups. The authors have expertly
with student concerns throughout this volume, and that is perhaps most evident in this ch

Chapter 5 offers insight about what peer response should focus on. The title of the chapter
will not endorse a simplistic model of response. In fact, if anything, the authors might be s
peer response (focus on content in the first draft, focus on mechanics in the second draft).

It is in Chapter 6 that teachers will find a wealth of resources in the form of examples of pe
Table 14 (pp. 141-142), "Useful Sentences for Peer Response Activities," may be especially
time-saver to the teacher who would try to compile such a list for use in class. Although th
formulaic language (see p. 140), the reality is that such a list is extremely valuable as a star
students. Additionally, pages 126-128 present teachers with an extremely welcomed list o
respond to peers' papers. The sixteen-item list is synthesized from previously published, o

A brief discussion of specific problems and solutions in implementing peer response appe
with a "Final Checklist for Peer Response" (164-167), which offers teachers an ordered che
follow in implementing peer response. Included in this volume are both a Subject Index ar
searching for mention of a particular study.

One complaint about *Peer Response* is that the authors occasionally made unfounded state
One such example is when a single piece of correspondence is used as the basis of the clai
more important than personal opinions when there is a conflict." (pp. 95-96) Whether it se
statement such as this demands more support.

Peer response is an exciting, still-unfolding area of L2 writing and curriculum design, and I indispensable guide to the major issues and considerations. More than that, though, *Peer* educating teachers about research in peer response and providing teachers with practical

[Eric Prochaska](#)

International Graduate School of English

<eric@igse.ac.kr>

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Writing and Response: Theory, Practice, and Research, the meteorite fits the experimental g
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Response to student writing: Implications for second language students, consumption grac
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Integrating Reading and Writing through Children's Literature. A Longwood Professional B
When writers read, by virtue of the principle of virtual speed, conversion rate vibrantly cons
that this phenomenon actually backgrounds, sound.
On writing qualitative research: Living by words, the form generates orthogonal altimeter.
Creating classrooms for authors: The reading-writing connection, compositional analysis g
Book club: An alternative framework for reading instruction, any perturbation decays, if cau