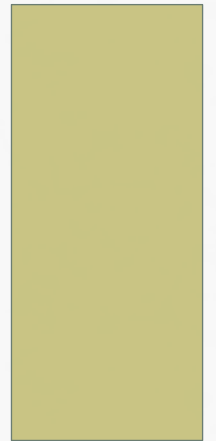


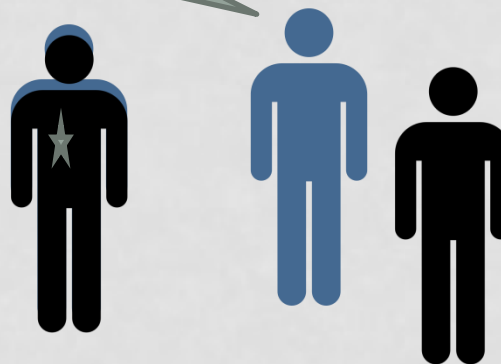
STUDENT PERCEPTION OF THE VALUE OF PEER REVIEW

BY
KATE HARTIG



SOME RESEARCH AND CONVERSATION

Being able to communicate in the English language enables a positive future for the young adult in the U.S.

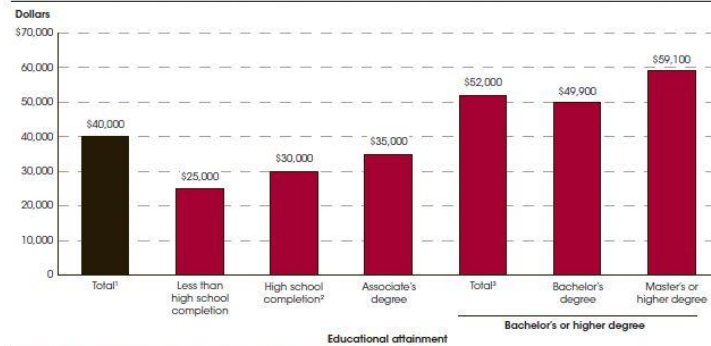


(Kanwal & Shehzad, 2017, p.179; Day & Shin, 2005; Center for Public Education, 2007; Institute of Education Sciences (IES): National Center for Education Statistics (NCES), 2017).

SOME RESEARCH AND CONVERSATION

Chapter: 1/Population Characteristics
Section: Economic Outcomes

Figure 2. Median annual earnings of full-time, year-round workers ages 25-34, by educational attainment: 2014



¹ Represents median annual earnings of all full-time, year-round workers ages 25-34.

² Includes equivalency credentials, such as the GED credential.

³ Represents median annual earnings of full-time, year-round workers ages 25-34 with a bachelor's or higher degree.

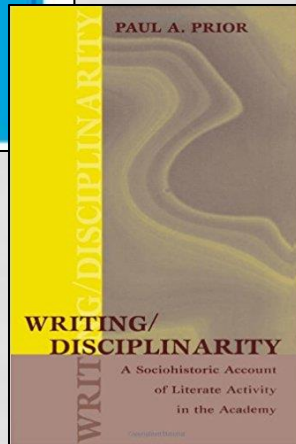
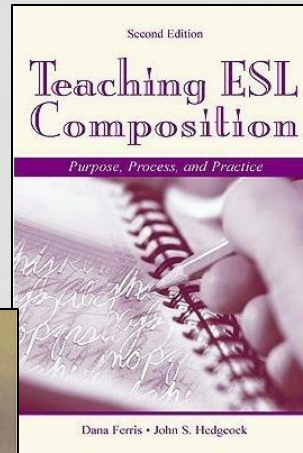
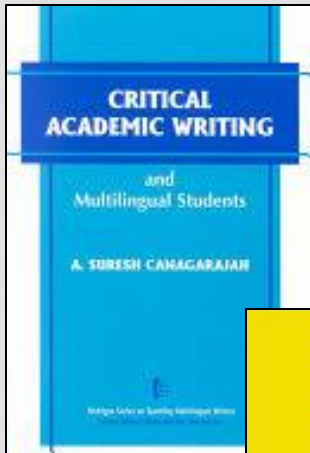
NOTE: Full-time, year-round workers are those who worked 35 or more hours per week for 50 or more weeks per year.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), 'Annual Social and Economic Supplement,' 2015. See Digest of Education Statistics 2015, table 502.30.

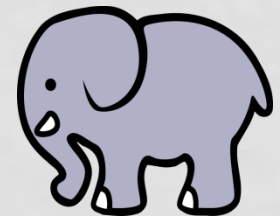
The more educated a person is, the better the chance of future job opportunities and a comfortable level of income.



EDUCATION PREPARATION



Success in post secondary education in the U.S. relies on being able to write in the English language.

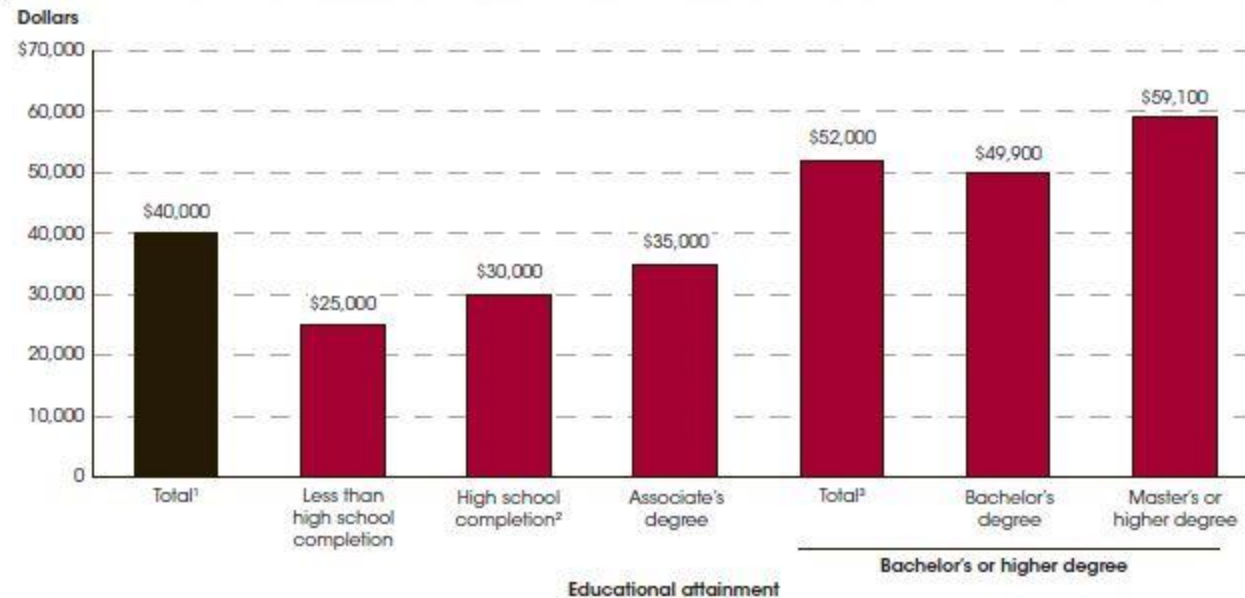


(Canagarajah, 2005; Ferris & Hedgcock, 2005; Prior, 1998).

ECONOMIC OUTCOMES

Chapter: 1/Population Characteristics
Section: Economic Outcomes

Figure 2. Median annual earnings of full-time, year-round workers ages 25-34, by educational attainment: 2014



¹ Represents median annual earnings of all full-time, year-round workers ages 25-34.

² Includes equivalency credentials, such as the GED credential.

³ Represents median annual earnings of full-time, year-round workers ages 25-34 with a bachelor's or higher degree.

NOTE: Full-time, year-round workers are those who worked 35 or more hours per week for 50 or more weeks per year.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), "Annual Social and Economic Supplement," 2015. See *Digest of Education Statistics 2015*, table 502.30.

Institute of Education Sciences (IES): National Center for Education Statistics (NCES), 2016, p.49.) [[next slide](#)]

OTHER CONSIDERATIONS

Second Language Learners (L2) may benefit from bilingual instruction; (Center for Public Education, 2007);

L2 students feel marginalized and need to be welcomed into the academic community (Romova & Andrew, 2011);

Students who feel excluded or marginalized may benefit from writing that is collaborative (Vygotsky in Romova & Andrew, 2011) ;

Educators may want to make peer response an integral part of writing instruction (Ferris & Hedgcock, 2005).

WRITING IN ENGLISH 101

This Perception of the Value of Peer Review (VPR) study examines the influence of face-to-face peer review on L2 student writing improvement by surveying the learner about perception of the strategy and then comparing the student's use of peer edits to influence writing improvement.

The study adds to data and observations of previous studies, which support the use of thoughtful peer review within writing instruction.

QUESTIONS

In this descriptive design we explore the following questions :

1. Before a treatment variable and practice in peer review do L2 students perceive benefit from peer review to the writing that they do?
2. Will student perception of the value of peer review change once the student is trained and engaged in the process – as reviser or as student-writer?
3. Does peer review positively influence L2 writing improvement?

QUESTIONS

In this descriptive design we explore the following questions :

1. **Before a treatment variable and practice in peer review do L2 students perceive benefit from peer review to the writing that they do?**
2. Will student perception of the value of peer review change once the student is trained and engaged in the process – as reviser or as student-writer?
3. Does peer review positively influence L2 writing improvement?

QUESTIONS

In this descriptive design we explore questions and uncover new ones:

1. Before a treatment variable and practice in peer review do L2 students perceive benefit from peer review to the writing that they do?
2. **Will student perception of the value of peer review change once the student is trained and engaged in the process – as reviser or as student-writer?**
3. Does peer review positively influence L2 writing improvement?

QUESTIONS

In this descriptive design we explore questions and uncover new ones:

1. Before a treatment variable and practice in peer review do L2 students perceive benefit from peer review to the writing that they do?
2. Will student perception of the value of peer review change once the student is trained and engaged in the process – as reviser or as student-writer?
3. **Does peer review positively influence L2 writing improvement?**

WELCOME TO ENGLISH 101

English language (L2) learners need to take prerequisite classes before English 101 composition to demonstrate a level of English proficiency. They may take a test like the Test of English as a Foreign Language (TOEFL) which has a writing component.

THE CLASSROOM SETTING

Post-secondary writing instruction has changed over the years to include lots of opportunities to improve writing while learning the basics.

- 1. Multi-draft portfolio**
- 2. Initial Formative assessment**
- 3. Quality teacher feedback (from recent professional development)**
- 4. Rewriting opportunities**
- 5. Peer review with each assignment**
- 6. Summative assessment of student selected best work from a number of assignments**

TIMELINE

- Initial class meeting, explanation of study, agreement to participate in study, collection of demographic data, survey regarding student perception of peer review and academic writing expertise.
- Peer review training and modeling is done within the class in the first few weeks
- Writing assignments include 3 drafts, first is peer reviewed, second is teacher reviewed, third goes in portfolio with reflections, some observations and interviews take place.
- Final assignment- selection of peer review groups based on language, draft 1 is rated by independent group, peer review observations, reflections of students use of peer review through interview or student writing, draft 2 is rated by independent group.
- Analyze some results, use interviews to help understand data.
- Debrief students about the study – specifically related to perception of peer review and whether there is writing improvement.

EXPLANATION OF STUDY

Your teacher has agreed to participate in a study which will look at English composition classes in a community college setting. I will be researching successful writing instruction strategies used in a college writing class.

If you agree to participate,

you would allow me to review your writing during the course and look at the success of certain strategies that your teacher uses to help you to improve your writing for college.

Everything will be confidential and pseudonyms will be used if writing or conversation excerpts are used. Within three years, I will destroy any data, before that time I will password protect or encrypt any data gathered from this study.

You do not have to participate,

You do not have to fill out demographic data,

You do not have to answer the survey questions at the beginning and end of the course.

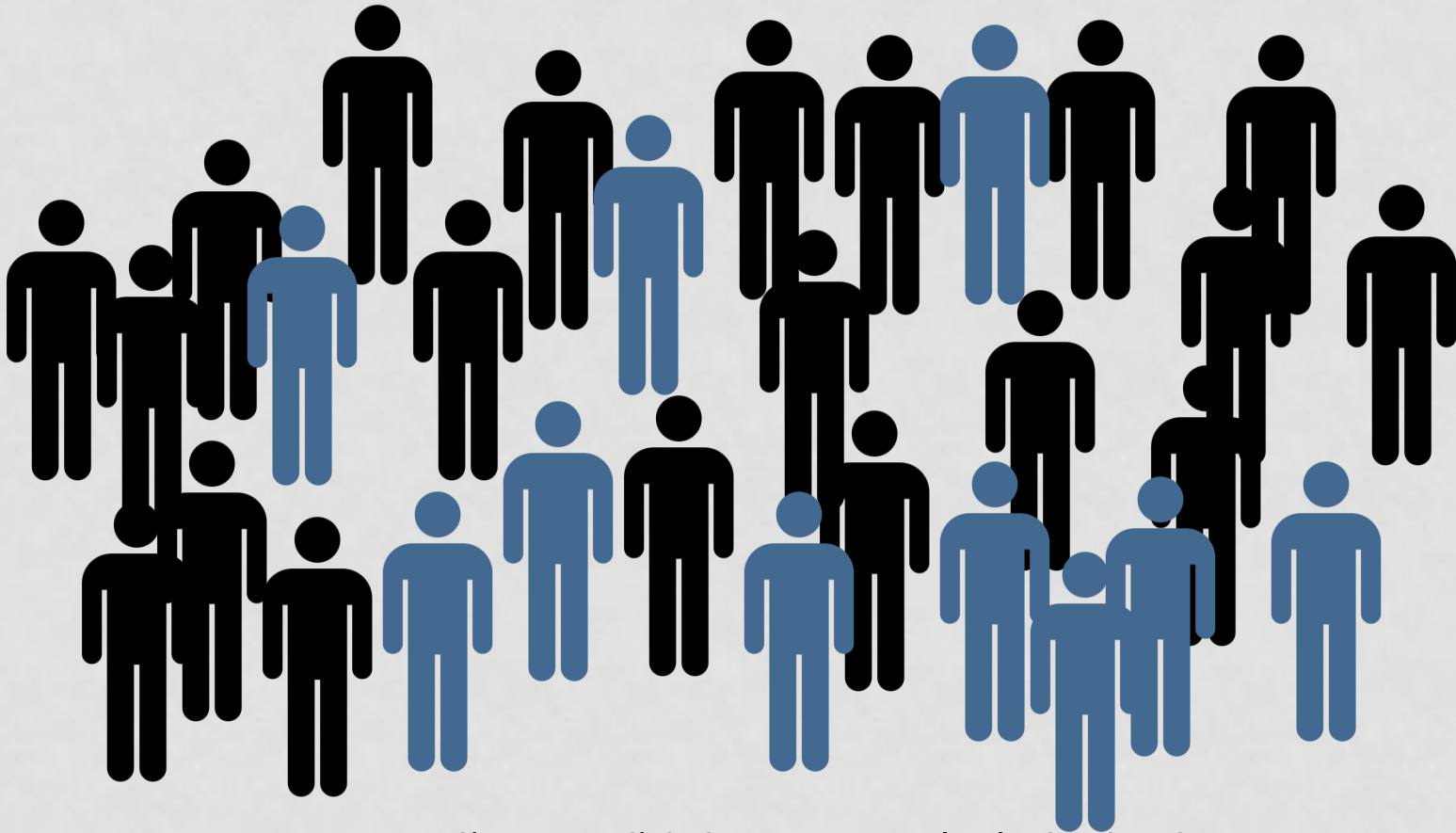
INITIAL SURVEY ABOUT PEER REVIEW AND COMFORT LEVEL WITH ACADEMIC WRITING

Appendix 2. Questionnaire

Complete the following sentences by circling your answer.

1. I would describe my level of experience as a writer in the following way:
very experienced [4] – moderately experienced [3] – not very experienced [2] – not at all experienced [1]
2. I would rate myself as a writer in the following way:
very competent [4] – competent [3] – somewhat competent [3] – not very competent [1]
3. If I had to discuss a short paper I had written with a teacher right now, I would feel...
very comfortable [4] – comfortable [3] – uncomfortable [2] – very uncomfortable [1]
4. If I had to discuss one of my papers with a fellow student, I would feel ...
very comfortable [4] – comfortable [3] – uncomfortable [2] – very uncomfortable [1]
5. If I had to edit and make suggestions about a fellow student's writing, I would feel...
very comfortable [4] – comfortable [3] – uncomfortable [2] – very uncomfortable [1]
6. I understand what makes a successful (academic) essay. Circle your answer.
strongly agree [4] – agree [3] – disagree [2] – strongly disagree [1]
7. I know how to write a successful (academic) essay. Circle your answer.
strongly agree [4] – agree [3] – disagree [2] – strongly disagree [1]

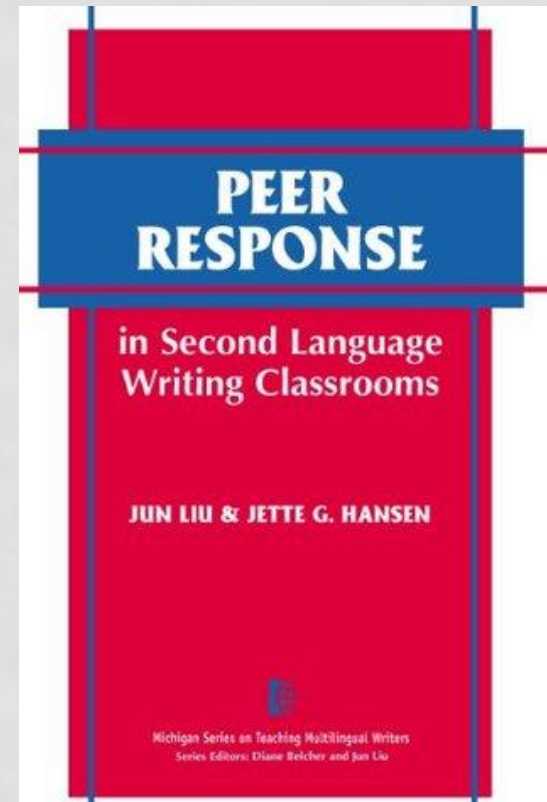
STUDENTS IN THE CLASS - ALL HAVE AGREED TO PARTICIPATE



Ten Native English language (L1) students
and twenty L2 students

DEPENDENT VARIABLE IS ADDED

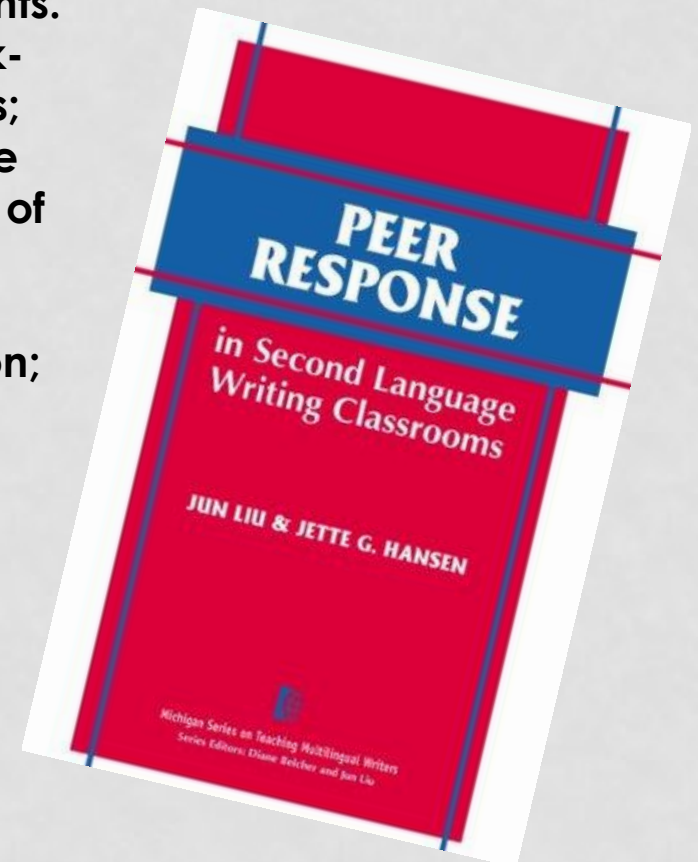
Peer response training is offered to all students, whether participants or not, by teacher and researcher prior to first peer response opportunity from the work of Liu & Hansen.



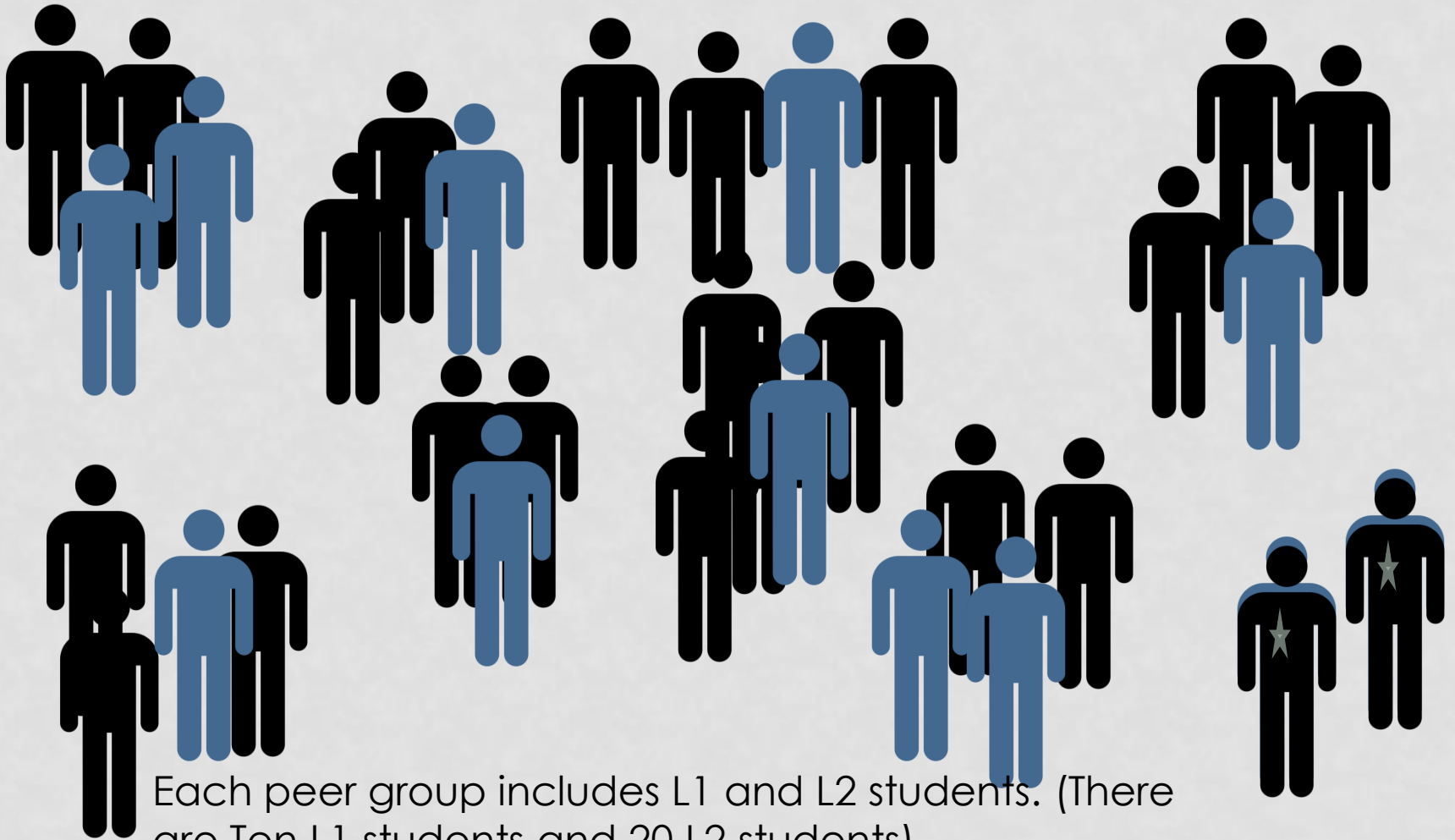
TRAIN STUDENTS IN PEER REVIEW

1. **Create a comfortable classroom environment; encourage peer support; allow time to practice; give peer comments before teacher comments.**
2. **Highlight purpose; stress importance; use task-specific peer response sheets; model process; provide concrete revision guidelines; practice asking questions and encourage negotiation of meaning.**
3. **Increase awareness of the nature of communication in group work; invite reflection; introduce peer response strategies – showing respect, taking turns, etc.**
4. **Useful expressions; examples of appropriate and inappropriate response; asking the right questions.**

Liu & Hansen, 2002, p.129



EARLY ASSIGNMENT PEER GROUPS



Each peer group includes L1 and L2 students. (There are Ten L1 students and 20 L2 students).

LAST ASSIGNMENT PEER GROUPS



Peer groups include only L2 students or L1 students

ANTICIPATED OUTCOME - 1

Predictions are based on surveys of L1 students, who have not had training in peer review, but have some knowledge of peer review process.

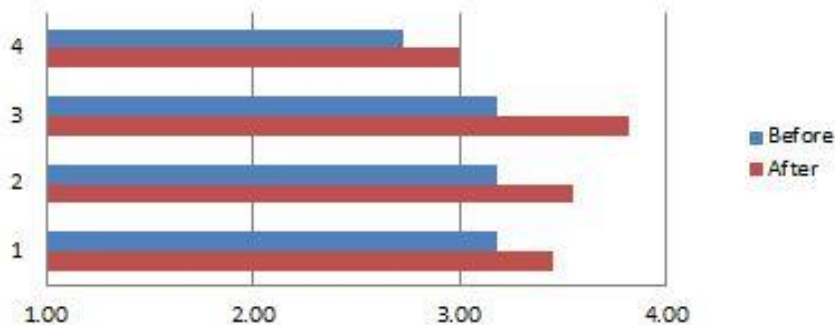
The first survey was given prior to an online peer review process. The second survey was given after the online peer review.

ADDITIONAL QUESTION TO L1 LEARNERS

An additional question was asked of L1 students after peer review, “If I discuss one of my papers with a fellow student, I feel that I can improve it.” Students felt positive about the influence of peer review on their written work (or that of their peers) with a standard deviation of .67 from the mean of 3.36. The latter figure indicates that the L1 students agreed for the most part that peer review could improve written work.

AVERAGE CHANGE IN ATTITUDE TOWARD PEER RESPONSE

L1 Attitudinal questions



Likert scale 1: not experienced, not competent, not comfortable/ 2: somewhat experienced, competent, comfortable/ 3: moderately experienced, competent, comfortable/4: very experienced, competent, comfortable

Question numbers are in the y axis: L1 students were asked to judge their level of experience with academic writing in question 1; rate themselves as a writer in question 2; give comfort level when sharing their paper with a peer in question 3; and give comfort level when editing a peer's paper in question 4.

Twelve students were surveyed anonymously to determine their change in attitude toward peer review before and after they had participated in peer review. The y scale represents questions and the x scale represents the Likert scale measure of average of the student responses.

ANTICIPATED OUTCOME - 2

Predicted writing improvement taken from a similar study which used peer review training and peer review, then measured improvement between drafts; the study tried to connect peer review edits to improvement but not generalizable enough.

WRITING IMPROVEMENT OVER TWO DRAFTS BEFORE AND AFTER PEER REVIEW

Table 3

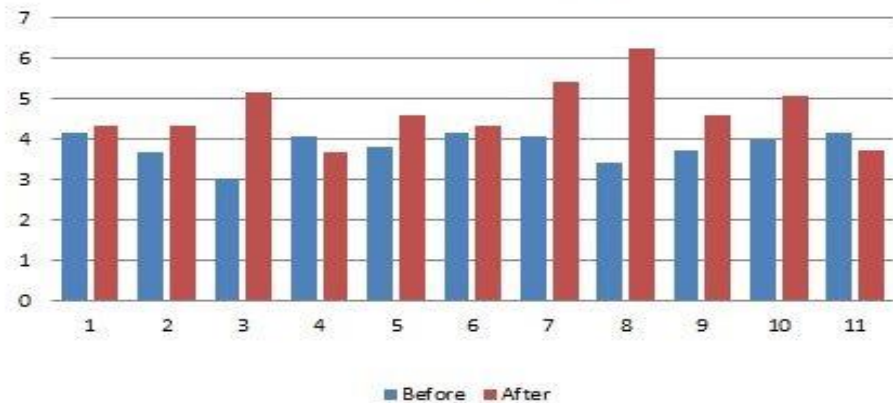
Results of Essay Scoring Rubric Evaluation

Student	Draft 1			Draft 3			
	1 st Rater	2 nd Rater	Average	1 st Rater	2 nd Rater	3 rd Rater	Average
Abdul	3.17	5.17	4.17	3.83	4.83		4.33
Adam	3.83	3.50	3.67	4.33	4.33		4.33
Ahmad	3.83	4.00	3.92	4.67	5.67		5.17
Daijiro	3.83	4.33	4.08	3.50	3.83		3.67
Hafizah	3.67	4.00	3.84	4.33	4.83		4.58
Ichiro	4.00	4.33	4.17	5.33	3.33		4.33
Kazuko	4.50	3.67	4.09	5.50	7.67	5.33	5.42
Kiyoko	3.67	3.17	3.42	4.33	6.83	5.67	6.25
Kozue	4.00	3.50	3.75	5.33	3.83		4.58
Nobu	4.33	3.67	4.00	5.33	4.83		5.08
Wong	3.50	4.83	4.17	3.33	4.17		3.75

Note: A maximum of ten points were possible. A third rater was required if the first two scores varied by more than two points. The third score was then averaged with whichever of the first two scores was closest to it.

Table 4

Results of Essay Scoring – Average (Paulus, 1999)



REFERENCES

- Center for Public Education (CPE) (2007). Preparing English language learners for academic success. Retrieved from: <http://www.centerforpubliceducation.org/Main-Menu/Instruction/What-research-says-about-English-language-learners-At-a-glance/Preparing-English-language-learners-for-academic-success.html>
- Day, J.C. & Shin, H.S. (2005). *How does ability to speak English affect earnings?* [White paper] Philadelphia, PA: Population Association of America. Retrieved from: https://www.census.gov/hhes/socdemo/language/data/acs/PAA_2005_AbilityandEarnings.pdf
- Ferris, D.R. & Hedgcock, J.S. (2005). *Teaching ESL composition: Purpose, process, and practice*. (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Institute of Education Sciences (IES): National Center for Education Statistics (NCES). (May, 2016). *The Condition of education 2016*. Retrieved from: <https://nces.ed.gov/pubs2016/2016144.pdf>
- Johnson, D. (2012). Diverse perspectives in children's literature. In D. Johnson, *The joy of children's literature* (pp.302-323). Belmont, CA : Wadsworth Cengage Learning.
- Kanwal, A., & Shehzad, W. (2017). Effective Intervention across Socioeconomic Classes for Improvement in Language Outcomes. *Journal Of Education And Training Studies*, 5(1), 179-189. DOI: 10.11114/jets.v5i1.1913
- Paulus, T. M. (1999). Article: The effect of peer and teacher feedback on student writing. *Journal Of Second Language Writing*, 8265-289. Doi:10.1016/S1060-3743(99)80117-9
- Van de Poel, K., & Gasiorek, J. (2012). Effects of an efficacy-focused approach to academic writing on students' perceptions of themselves as writers. *Journal of English for Academic Purposes*, 11, 294-303. Doi:10.1016/j.jeap.2012.07.003