

2013

Peer editing in composition for multilingual writers at the college level

Benjamin J. Bertrand
Eastern Washington University

Follow this and additional works at: <http://dc.ewu.edu/theses>

Recommended Citation

Bertrand, Benjamin J., "Peer editing in composition for multilingual writers at the college level" (2013). *EWU Masters Thesis Collection*. Paper 87.

This Thesis is brought to you for free and open access by the Student Research and Creative Works at EWU Digital Commons. It has been accepted for inclusion in EWU Masters Thesis Collection by an authorized administrator of EWU Digital Commons. For more information, please contact jotto@ewu.edu.

PEER EDITING IN COMPOSITION FOR MULTILINGUAL WRITERS
AT THE COLLEGE LEVEL

A Thesis
Presented to
Eastern Washington University
Cheney, Washington

In Partial Fulfillment of the Requirements
for the Degree
Master of Arts in English with an emphasis in
Teaching English as a Second Language

By
Benjamin J. Bertrand
Spring 2013

THESIS OF Benjamin J. Bertrand APPROVED BY

_____ Date _____

LaVona L. Reeves, Ph.D.,
Professor of English
Chair, Graduate Study Committee

_____ Date _____

Tracey McHenry, Ph.D.,
Associate Professor of English
Graduate Study Committee

_____ Date _____

Ronald Dalla, Ph. D.
Vice Provost for Graduate Education & Research
Graduate Study Committee

MASTER'S THESIS

In presenting this thesis in partial fulfillment of the requirements for a master's degree at Eastern Washington University, I agree that the JFK Library shall make copies freely available for inspection. I further agree that copying of this project in whole or in part is allowable only for scholarly purposes. It is understood, however, that any copying or publication of this thesis for commercial purposes, or for financial gain, shall not be allowed without my written permission.

Signature _____

Date _____

Abstract

The goal of the present study was to investigate the effectiveness of a guided peer editing activity for multilingual college freshman. This was an example of action research that began winter quarter 2013. The study used an activity where peer writers and responders identified and corrected errors in essays. Writers then choose which suggestions were errors to change and which did not need change. The study took place at Eastern Washington University in an English 112 class. English 112 is English for Academic Purposes (EAP) which is an English composition class. It took a total of four class periods in two different classes to complete the study. The subjects were taking this course in preparation for English 101 composition. A total of 18 students participated in the study, and they were mainly from Saudi Arabia, but a few were from Japan, China, and Pakistan. Students were divided into pairs for the guided peer-editing activity and had to complete three parts which were forms A, B, and C. This included practice with reading to understand content, identification and correction of errors, and a reflective journal on the process with the benefits and challenges. Students had both cultural similarities essays and argumentative essays to use for this activity. A mixed methods approach was used that employed both qualitative and quantitative methodology. Findings of the study suggest that guided peer response is a positive activity for students and it contributes to improvement with grammar, error identification, and the writing of multilingual writers at the college level. Collaborative learning with community building is also a positive outcome. Finally, the results of the present study provide useful insights into teaching writing to multilingual students and ideas for training peers for this kind of activity.

Acknowledgements

I would like to thank my wife for her support, love, and encouragement throughout my time in the program.

My parents, grandparents, sisters, and brother for supporting me to accomplish my goals and dreams, and being an exemplary example of a truly caring and loving family.

My friend Pui Hong Leung for his support throughout the program.

English 112 instructors Trevor Duston and Nick Stephens for support with data collection.

Dr. Reeves for her strong support, instruction, inspiration, and encouragement throughout the program and her willingness to act as chair on my committee.

Dr. McHenry for her willingness to be on my committee and support me in the program.

Dr. Ronald Dalla for his willingness to be on my committee.

Dedication

I would like to dedicate this thesis to the English 112 students who were so willing to help me collect the data for the present study. I wish them continued success in their future educational pursuits.

Table of Contents

	Page
Abstract.....	iv
Acknowledgements.....	v
Dedication.....	vi
Preface.....	ix
Teaching philosophy.....	xiv
I. Introduction.....	1
Statement of the problem.....	1
Need for the study.....	3
Context of the problem.....	4
Assumptions of the study.....	5
Research questions.....	6
II. Review of Literature.....	7
Theory in support of peer editing.....	7
Online programs.....	10
Benefits of peer review for responders and writers.....	18
Summary.....	26
III. Research Methods, Data collection, Analysis.....	30
Research methods.....	30
Data collection.....	34
Data analysis.....	39
IV. Discussion and reflection.....	61
Revisiting the assumptions.....	61
Training Peer Responders for Content and Grammar Feedback.....	65

V. Conclusion.....	68
Research questions.....	68
Limitations.....	72
Recommendations.....	73
Final reflections.....	74
References.....	76
Appendices.....	80
(Appendix A) Consent form.....	80
(Appendix B) Section 1 prompt-Section 1 essays.....	81
(Appendix C) Section 2 prompt-Section 2 essays.....	84
Vita.....	94

List of Tables

Table	Page
1 Students' Backgrounds	33
2 Section 1 errors	48
3 Section 2 errors	53
4 Section 1 benefits for responders and writers	54
5 Section 2 benefits for responders and writers	57

Preface

Since I was a child, I have had a lot of questions about people and the world. A strong interest in geography, sociology, history, maps, and languages prevailed throughout my time in grade school. Thinking back, I loved creating maps, learning about countries, learning how people lived in those countries, studying languages, hearing stories of American and world history, and thumbing through atlases. Continual thoughts of visiting places in the world prevailed throughout my time in secondary and post-secondary school. As far back as I can remember, traveling had been a key interest to me. Some of my best memories were of going on family road trips to the ocean and to states in the Northwest. My first experience abroad was at the end of my senior year of high school. I had a two-week trip to Germany, Belgium, and Holland. It was an amazing and unforgettable experience that provided me with an opportunity to learn about a few cultures of Europe. This was a precursor to the more extensive travel I would embark on in the near future and to my developing interest in teaching English abroad.

In addition to travelling, language learning had been an interest as well. I learned a little Spanish in middle school and had a year of German in my second year of college. Those first experiences with language study were very challenging, and I never felt that I had natural ability with acquiring languages or a certain inner draw towards them. Henceforth, it was not until my experience in Asia that I would fully realize the value of learning foreign languages.

After the completion of my B.A. in Interdisciplinary Studies at Eastern Washington University, I had an experience teaching conversational English in a teaching program in China. The name of the program was, “Teaching and Learning in Shenzhen, China Program.” This was my first opportunity to actually live abroad on my own, while learning how to teach ESL and how to speak, read, and write Chinese. This experience provided motivation for learning Chinese because I had to use the language almost on a daily basis and had a strong interest in Chinese culture. Feelings towards a culture, as research suggests, influences motivation in second language acquisition. While living in Shenzhen, China, I enjoyed taking Chinese classes for nearly the duration of my time there. Overall, the experience was much better than previous formal language study in the past, so I progressed to a fairly decent conversational level and could get around quite easily without the use of English. The language training at Beijing University was an exciting experience that involved a month of intensive Chinese study combined with TEFL study, and it culminated with receiving a certificate to work as a teacher in the public school English teaching program. This provided a foundation for my introduction into teaching English as a second language and my continued interest in this field as a career option.

After about two years of teaching high school students in China, my career continued with a teaching position in South Korea, a country I knew nothing about at the time. Teaching for the next four years included contracts and part-time positions in a variety of settings that included the following: a one-on-one adult language institute, a public high school, a private kindergarten, and a public elementary school. These positions provided me with valuable experiences with classroom management, teaching

different levels of students, and methodology needed to effectively teach English.

Through the experience, I gained a broader sense of what multilingual students have to face and anomie they may experience. I can relate to the feelings that foreign students have here in the states. Hardships, struggles, successes, and failures were commonplace throughout my time teaching in Korea. I came close to leaving the country on several occasions but persevered to overcome the obstacles and gain a more economically sound position. Acquiring the Korean language was a challenge far greater than acquiring Chinese and especially with speaking and listening. It was a consensus among foreigners about the extreme difficulty of speaking and listening in Korean. Nonetheless, by the completion of my last contract, I progressed to a high-intermediate level of reading, writing, speaking, and listening. This was thanks in part to having a Korean wife as an influence in the last year and a half of my time there. Before moving back to the U.S., I knew that my career choice had been solidified, and I truly loved the field.

When my wife and I moved back to Spokane, Washington, I decided to attend the MATESL program at Eastern because it fit completely with my goals and passion for teaching. This program will open up opportunities for me to teach at the post-secondary level and increase my understanding of teaching methodology, curriculum development, second language acquisition, grammar, etc.

The coursework has provided me with a comprehensive framework for heightened professionalism in the field of TESL. Particularly, the internship with English 112 provided practical teaching and observation experience for multilingual students preparing to enter English 101 composition. The class had an international group of students with a diverse set of learning styles. This internship was beneficial for gaining a

higher understanding of how a variety of students from different cultures acquire English rather than just how Chinese and Koreans acquire English. Additionally, I observed the use of an EAP curriculum based on a biography of Eleanor Roosevelt. Dr. Reeves used the biography along with a variety of supplementary material to incorporate reading, writing, listening, speaking, visually representing, and viewing into classroom instruction.

Community building was a concept that I learned from Reeves—this will carry on for me as a part of my philosophy of instruction. To illustrate my views within instruction, there was a journal in mind that I taught in the internship which framed this idea for students. The journal described my personal experience as an outsider in a foreign country and my journey to become an insider through challenges, marriage, friendships, and accomplishments. The class discussion included talking about how the students had struggles with living in the states. After discussion, students wrote their own reflective journals on their lives in America and how they progressed to have more inclusion in society. Emphasis that we are all a community of learners and the importance of community building with one another signaled the conclusion of the reflective journal lesson. Every other week, I taught a short journal to the class. Not only had 112 students improved their writing through my journal lessons, but also I improved my writing. Dr. Reeves wrote alongside students with my journals and that created an atmosphere where students saw the teacher as not only a teacher but as a writer as well. This creates motivation for the students to write and be in a community of writers.

In addition to journal writing, writing and listening activities were taught with the use of video clips. The use of video clips for writing and listening dictation will greatly

influence me in future teaching. I look forward to making good use of technology to base the planning of lessons. Examples of videos and themes had sparked a variety of ideas for developing my own lessons. With more time and understanding of multilingual students, I hope to employ the kinds of lessons presented. I can hope to have the effectiveness with the students that Dr. Reeves had displayed in the class.

Additionally, the conferences with revising the drafts of students' weekly essays gave me my first experiences working with college level ESL students from a wide range of abilities, cultures, and backgrounds. Mainly, the bulk of my teaching experience was with elementary and high school students from China and Korea. The conferences I had in the internship were with students from Saudi Arabia and it was much different than working with the Asian students I taught in the past. All in all, the experience with conferences to revise students' writing was positive and invaluable to my knowledge base of a diverse group of multilingual students.

In addition to the internship experience, the curriculum I created stood out as a highlight of my learning experience at Eastern. This curriculum creation had prepared me for success with teaching EAP in the college level in the states and abroad. A biography on JFK was my choice to base my curriculum on. Holistically, the experience and progression through the program strongly contributed to my goals, interests, and motivation to continue in this field.

My thesis is based on the use of a peer editing activity for multilingual students. Through the writing of the thesis, I gained a higher appreciation for the value of this research. The research provided me with a solid base of understanding to improve the

writing of my future class of L2 learners in Korea or other nations I hope to experience working and living in.

Teaching Philosophy

Throughout my experience abroad and in the MATESL program, certain patterns of successful instruction through trial, error, and observation have emerged to influence my teaching philosophy. Namely, the idea of atmosphere has been key to what I consider a factor in the development of a second language. Krashen's affective filter addresses the issue of comfort level in the classroom as influencing second language acquisition. I could not agree more strongly with that point. My philosophy of an ideal classroom can be described in several ways. First, heuristic teaching methods are essential to have so students can learn, discover, and find solutions to problems. For example, types of brainstorming activities can be designed. Next, it is ideal to have a classroom that is communicative, democratic, encouraging, and positive. Building a community in the class is important for this setting. Further, daily writing and developing a community of writers will contribute to the creation of a high achieving class. Group, pair, individual, and whole class work should be included in the organizational structure when completing tasks and activities. Equal participation in class discussions should be encouraged as well. Students' concerns, issues, or problems should be listened to and addressed by the instructor. Also, a balance of teacher and student-centered instruction can take place. This type of class allows students to move closer to their greatest potential in language acquisition. The right organization, atmosphere, and methodology are central to a successful class. Motivating students to work to their highest potential is also an important factor for success.

To illustrate the concept of motivational activities, I would like to describe what I have learned at Eastern and what I have learned while working as a teacher. Using materials that are relevant to the students' lives, famous people's lives, current events, problem solving, and practical real-world issues can strongly motivate in reading, writing, listening, and speaking. Visually representing information that connects to the topic, viewing materials related to topics, and reading a whole piece of literature can contribute to students' motivation and interest as well. This further can positively influence the outcome of student performance in the six language arts which are reading, writing, listening, speaking, viewing, and visually representing.

The use of Bloom's taxonomy for lessons within class instruction also has a role in my teaching philosophy. Moving from the knowledge and comprehension level to application, analysis, synthesis, and evaluation is important to consider when creating materials for students. When providing activities and assignments, inclusion of questions that reflect higher order thinking skills will increase English language learners' development. For instance, they should problem solve, rank items lists, write persuasively, reason, combine ideas, and apply information in a variety of situations.

In addition, providing a postmodern curriculum with multivocality emulates a larger purpose with my instruction. Multivocality is many voices such as student voice, teacher voice, or writer voice. This is beneficial because students gain a wide spectrum of views in numerous subjects, and it provides a more holistic education of society, politics, religion, economics, socio-economics, and socio-cultural understanding. Multivocality provides diversity in views of solving problems and understanding our environment.

Finally, my philosophy includes implementing instruction to address the use of the language of BICS and CALP. BICS stands for, “Basic Interpersonal Communication Skills,” and CALP stand for, “Cognitive Academic Language Proficiency.” The understanding of BICS language is necessary for second language acquisition instruction because of inherent informal speech and slang used in everyday language that is highly essential for English competence among English language learners. Conversely, CALP language is essential for formal language in formal or academic setting such as a university. Competency in CALP is essential in academic settings for the six language arts. Instruction for both types of language is necessary for the language development of ESL students. BICS and CALP instruction is important for English language competency and serves a variety of purposes for students which include the workplace, school, home, or in everyday life. Classroom instruction should have a variety of goals in mind to improve students’ language skills and theories and methodologies should be implemented in effective ways. On the whole, teaching takes strong dedication and effort. Continual change and innovation is essential to meet the growing needs of English language learners.

Chapter 1

Introduction

Statement of the Problem

Peer editing is increasingly being used in composition classrooms as a way of improving the grammar and content of the writing of native and non-native speakers of English. Feedback solely from the teacher does not always provide alternative perspectives that students may benefit from and also the focused feedback that peers provide. Andre (2010) explained, “Communication with students over the content and mechanics of their writing has, for the past 30 years, been a continuing challenge for teachers of both native English speakers (NES’s) and non-native English speakers (NNESs) or English language learners (ELLs)”(p.11). Teachers in the past have had an overuse of corrections on student’s papers and this has been shown to be detrimental. Research has shown that minimal marking by teachers has been much more effective for students to identify their mistakes and save time for teachers (Haswell, 1983, p. 600). This helps to decrease writer’s apprehension and have more ownership over their writing. Andre continued, “In composition courses where teachers spend considerable time giving feedback to students on working drafts of essays, teacher-written commentary—whether some consider it a science of an art—can be a particularly challenging task”(p.11). Eksi (2012), states, “The teacher’s response to a piece of writing is an orthodox method practiced in most L2 writing classes to improve text quality, which, in turn, can leave teachers with too much paper work to evaluate” (p. 33). Teachers need writing strategies to aid the teacher feedback; peer feedback is the answer.

When focusing on grammar for a peer response activity, it is significantly helpful to have awareness on the difference between errors and mistakes in writers' papers. Mistakes are simply mishaps in writing that the writer understands, but just didn't pay close enough attention to. They can be self-corrected by the writer and are performance based. On the other hand, errors are considered as systemic misunderstandings in the writing that the writer does not understand and cannot self-correct. The writer needs teacher and peer editing to fix the errors, and this is competency based. Through direct instruction by the teacher and collaborative peer editing, writers can address these in their essays and journals. The process approach to writing encompasses peer editing activities for revisions. The shift from the product approach to the process approach of writing has taken place throughout composition classrooms in the country. Peer correction can help multilingual writers recognize their level of ability as well as their demands for improvement with their writing. They can effectively reduce the amount of grammatical errors as opposed to content with this process. To help students follow the process approach for writing to revise drafts, peer review can be incorporated in the classroom for students to act as the audience and collaborators (Berbache, 2007, p.3). This can allow students to see the teacher as not the sole expert on their writing and offer writers a variety of approaches to improving their drafts.

The present study focuses on the use of guided peer editing for multilingual writers at the freshman college level. Through this type of activity, multilingual peers can be responders and improve their ability to analyze the mechanics and usage of others' writing as well as receive useful advice for their own writing. This action research took place during winter quarter of 2013 on the campus of Eastern Washington University.

This action research will provide an overview of relevant sources about the usefulness of guided peer editing for grammar in the writing of multilingual writers at the freshman college level. In the ESL classroom, students may not want to show off or lose face by giving the wrong answer. This is particularly true for Asian students. Peer error correction will allow students to feel more comfortable in the learning environment.

The Need for the Study

This study is an example of action research, which is intended to influence students' learning progression and to see if the new activities should be incorporated into the curriculum. "The best way for educators to know if new approaches will work for their students is to participate in action research" (Diimmel, 2005, p.7). In addition to Diimmel, numerous researchers in the field have come to the same conclusions about the use of this type of research. Tsuchiya (2008) stated, "Since there are considerable technological tools available in the field today, we, teachers are not sure which tool we should implement into our course curriculum" (p. 3). Furthermore, the present study of action research using an activity with guided peer editing will expand educators' curriculums, and it will provide a method to consider for teaching composition for multilingual writers.

This thesis will suggest one way of allowing multilingual writers an opportunity to have face-to-face guided peer editing that will help to create a community of writers and learners. Having a community of writers is essential to have in any English as a second language classroom because everyone can work together and learn from one another to improve their writing. As primary investigator and instructor, I conducted this

quasi-experimental case study in an English 112 classroom. Through discussion about the positive expected benefits, I had students participate in the peer editing activity with their final drafts of their Friday essays. Despite the challenges of the activity, benefits are expected to be substantial for both the writers and responders of the essays.

Context of the Present Study

English 112

English 112 is the English for academic purposes class (EAP) at Eastern Washington University. This class prepares international students for English 101 composition. Dr. Reeves designed the curriculum based on the use of a biography. Two instructors other than Reeves are teaching the class for winter quarter this year. They both follow Reeves' curriculum with examples of daily writing, journals, and weekly Friday essays based on one of the topics of the daily journals. One class is using Abraham Lincoln and the other is using Hiroshima victims as the biography focus. Students write one hundred words in response to the journal's prompts. Students are then asked to respond to the journals after reading them and not correct the grammar. The Friday essays are 500 words and the first draft is completed during the 50 min. class period. Later, students are given a chance to revise their essays into a second or third and final draft. Students can improve their grammar in class through grammar in the context of their own writing and usually students' journals provide a context for this. Grammar mini-lessons are taught to address key mechanics and usage mistakes that many students have in their writing.

Researcher's Assumptions

The Critical Ethnography Report

TESOL, our international professional organization, sets guidelines for qualitative research, explaining that “detached, controlled, authorially imposed version of the findings” is not always desired. “Other emergent genres of research reporting adopt greater reflexivity (in representing the personal shaping of the findings, in light of the changing biases, subject positions, and involvement of the researcher)” (TESOL.org).

This means that the researcher must disclose assumptions and biases prior to data collection, so the following were my assumptions, which will be addressed in detail in the reflection in Chapter 4:

Assumption 1: The researcher will be able to teach a peer editing technique that multilingual writers and responders find valuable.

Assumption 2: Responders will be able to identify many of the local errors in grammar and mechanics when they provide feedback for their peers.

Assumption: 3: The writers themselves will consider the corrective feedback from peers and will be able to decide if correction is needed based on feedback.

Assumption 4: Writers and responders will have some difficulty with this activity until they become more experienced with the process.

Research Questions

The purpose of this qualitative quasi-experimental case study was to introduce a guided peer editing activity in a composition class for multilingual writers in order to answer the following questions:

- 1) How do multilingual writers respond to being taught a peer editing activity and to identifying errors in final drafts of their own and peers' compositions, and what were the noted challenges?
- 2.) How many errors in mechanics and usage can multilingual peer editors identify and correct in other writers' final drafts of essays?
- 3) How many of the errors identified by responders do writers perceive as errors and choose to change before submitting their final drafts?
- 4) What do responders and writers self-report about the benefits of this guided peer editing activity?

Overview of thesis

This thesis consists of five chapters along with a set of appendices. Chapter 1 is the introduction with the statement of the problem. Chapter 2 focuses on a review of literature necessary to understand the background of this study. Chapter 3 is about the methodology, data collection, and data analysis. Chapter 4 is on the discussion of the findings and reflection. Chapter 5 is the conclusion, limitations, recommendations for future research, and final reflections.

Chapter 2

Review of Literature

Chapter 2 is a review of literature on theory supporting the use of guided peer error correction, online programs for teaching, benefits of peer review for writers and responders (Andre, 2010), and peer error correction. The purpose of this chapter is to provide a review of literature examining the use of guided peer editing to reduce the number of errors in the writing of multilingual college level students.

Theory supporting the use of guided peer error correction

In second language acquisition, various authors provide theories that lead to effective understanding and methodology for the instruction of L2 learners. Specifically, Krashen (1982) provides his theory on this topic. He states, “What current theory implies, quite simply, is that language acquisition, first, or second, occurs only when comprehension of real messages occurs, and when the acquirer is not “on the defensive,” to use Stevick’s apt phrase. Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. It does not occur overnight, however. Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect.” (pp. 6-7). Teachers and students should be aware of the process of learning a language and have realistic expectations of how the inter-language of the learner progresses. Krashen went on further to explain, “The best methods are therefore those that supply ‘comprehensible input’ in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students

to produce when they are “ready”, recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.”(p. 7). With this explanation, ESL teachers can modify their instructional methods and lessons to allow multilingual students time to produce language with a comfortable ambiance rather than forceful drill and immediate results of spoken and written communication.

Input should be provided that addresses the subconscious as well as the conscious aspect of learning; comprehensible input is mostly concerned with subconscious learning of grammatical rules of the language. In grammar, the monitor model is concerned with what students consciously perceive to be errors in output. It is important to note that the conscious rules of grammar should be learned, but only a small set rather than a large difficult set for use in the monitor (Wilson, 2000, p. 6). Krashen explains that acquisition can occur without conscious learning of rules quite often. The students have acquisition best with their comprehensible input at plus one or “i+1” (p. 84). This is comprehensible input at one level beyond their ability.

When teaching grammar, the teacher should understand that the class should be taught in the language of the grammar and the students should be interested in the material only at the comprehensible input. This is more necessary for acquisition rather than merely the content of the lesson. Extensive use of the target language should also be used (pp. 6-7). For example, ESL classes in Japan and a lot of other countries may use the grammar-translation methodology to teach language in the students’ first language, so they have very limited exposure to authentic spoken language in a communicative context. With this method, classrooms may use isolated drills that do not provide enough

comprehensible input. Moreover, this strongly hinders students' language acquisition and performance.

Another theory that coincides with Krashen is Piaget. Several authors stress the importance of Jean Piaget's constructivist theory in teaching. This fits in with effective lessons taught in the ESL classroom with technology. There are a variety of approaches, methods, and techniques that may be associated with constructivism such as: whole language instruction, participatory, LLC, and project-based learning (Weinstein in Celce-Murcia, 2001 p. 179). Particularly in whole language classrooms, "learners work together to read and write for and with each other and evaluate products together" (p. 180). This approach can be used with online lessons when teaching ESL. Jonassen in Wang (2008) explains constructivism. "The basic belief of constructivism is that knowledge is actively constructed by learners rather than transmitted by the teacher; learners are active knowledge constructors rather than passive information receivers" (Jonassen in Wang, 1991, p. 5). Teachers need to have responsive teaching to meet students' needs and interests. Students can actively pursue learning and construct knowledge through interaction. "As teachers are facilitators in a constructivist learning environment, the pedagogical design must enable teachers to scaffold students during a learning process" (p. 5). Guided peer editing fits this type of environment because the instructor has a strong role in scaffolding with the activity. Students are given an opportunity to construct their own opinions of corrections needed through pair interaction as responders of writing. In addition, they are given suggestions for improving their own writing through editing.

Peer editing with online programs

Online programs for teaching English composition and ESL instruction have been used for peer editing. There have been positive as well as negative results for the use of these programs. All over the world online learning in education is growing fast (Yeh & Lo, 2008, p. 1). Computer-mediated communication tools such as: chat, messaging, e-mail, groups, social networking sites, etc, can be effective to improve writing among ESL students. Wang (2008) explains his position about ICT, which is another name for CMC. He explains how effective integration of Information and Communication Technology (ICT) into teaching and learning is becoming an essential competency for teachers. He has a generic model which has three important elements: pedagogy, social interaction and technology. Teachers should integrate ICT into their curriculum with this model. Constructivist theory provides the foundations for this model (p. 2). This use of ICT was concluded to be positive.

One example of ICT is social networking sites. They are steadily becoming more popular and are increasingly being used in ESL and English composition classrooms for peer review activities and other types of writing activities. There are some issues about confidentiality concerning the use of social networking sites though. Some sites may cause concern such as Facebook or Twitter in regards to confidentiality, but in certain controlled settings, they can be used to help writers. Other pages on university websites have been known to be effective for writing instruction. Blackboard, an academic discussion board for the Eastern Washington University website, has been used by teachers and students for posting assignments, completing writing assignments, discussion, and peer review. Dimmel (2005) supported the use of this for writing

instruction in her thesis. She described the benefits of Blackboard for sharing and responding to writing by students outside the classroom. For instance, some of the benefits were given such as: writers can collaborate with a variety of students, it's student-centered, it can be accessed at any time, writers are given more time to develop their thoughts and sentences, and the program has teacher monitoring to control the type of content written (p. 22). This is one type of ICT that was successful for multilingual writers, and it positively contributed to their writing.

Further, another name for ICT is computer-mediated communication or (CMC). Warnock (2009) explains the usefulness of CMC for students' writing. Synchronous and asynchronous communication is central to this kind of technology. Examples of synchronous are chat and messaging. This allows students to have instant communication with immediate feedback. Asynchronous communication is e-mail, discussion groups, message boards, and others. Both are useful for students to improve their writing in the classroom (Whittemore, 2009; Dimmel, 2005). Students could have team projects where they e-mail corrections, or they could also have writing assignments on message boards. Group discussions on message boards provide opportunities to participate in discussions with other English learners from around the world (Warschauer, Shetzer, Meloni in Warnock, 2000, p. 40). Research has shown that CMC tools, and especially chatting in interaction can encourage learners to engage in communication more readily for peer feedback sessions (Chun, Reid, Sullivan & Pratt in Cha, 2008, p. 5). Chat can be used with Facebook, Yahoo messenger, MSN, TappedIn, Livemocha, Sulantra, Skype, etc. These forms of synchronous communication will increase language acquisition in the ESL classroom and create a motivating and engaging atmosphere. All

of these programs have text, audio, and video interaction, and this motivates students when acquiring a second language. Chat is the most widely used tool in education so far. Almeida (2002) presents her case in an article about chat. She explains it in the following way, "Using chat means that the target language is learned by interacting with people from the real world, in real time (often across several time zones) and using language of the real world, whether they are native or non-native speakers." (p. 1). Chat will continue to be utilized and developed in the future as an authentic and communicative tool for language learning. ESL writing courses will continue to have forms of CMC within their curriculum. Social networking sites have chat, group pages, and other web programs that can be used inside and outside ESL and EFL classrooms. Outside the classroom (Tsuchiya, 2008) found that CMC has considerable benefits as an educational tool (p. 26). Inside the classroom in an academic setting some forms of CMC should be controlled carefully to meet the needs of students in a safe, secure, and non-threatening atmosphere. One type of CMC that could be useful for peer error correction in writing under certain circumstances is Facebook. Even though this will not be the focus of the present study, it should be considered for future research to use for peer error correction in English as a second language writing classes.

Facebook

Facebook, as a computer-mediated communication tool, has been used together with traditional face-to-face instruction increasingly in classrooms because of enormous popularity globally, and the fact that it fits in with the communicative language teaching approach. Currently, it is the most popular social networking site and research has explained benefits for use in classrooms. Facilitating online peer error correction with

Facebook is less threatening, more comfortable, creates a cooperative atmosphere, and causes less anxiety than having teacher feedback for many students. Additionally, students can work on their own time and place asynchronously. The affective domain is addressed among students with this form of CMC and peer error correction activities can be used. Many students may feel more comfortable with the written form of error correction rather than out loud in class. Emoticons within the site can be used to judge students' writing more kindly as well. The organized use of positive emoticons addresses the concern of students' self-esteem with the corrections given.

Facebook is an all in one site that has file, photo, text, audio, and video sharing. Many other sites such as Myspace or Flickr, cannot compare to the popularity and content of Facebook. Facebook is a site that people already visit anyway, so it would have enormous strength for motivating students. Studies in both the English composition classroom and ESL/EFL classroom all point toward positive results. A sense of community and relationship building are important to the success and development of writers, and Facebook provides that community. Developing a community of writers is also essential in every type of composition class.

Numerous popular social networking sites on the internet have been used for English language learning, but Facebook is by far the most popular, and so it has implications for increasing motivation, interest, peer collaboration, and error correction in writing. McCarthy (2010) provided a pilot study that blends virtual and physical learning environments using Facebook for first-year international and local composition students. The study involved 120 students that were between the ages of 17 to 26. They took part in the completion of a pre-semester survey, a post-semester survey, and a paper on the

reflections of the experience. The results of the study had shown that the international students engaged with their local peers for increased cross-cultural understanding. It was also a strongly collaborative atmosphere with the blended approach. A point was discussed about the importance of having this as clearly supplementary in a classroom. McCarthy noted that, “A physical classroom allows students to interact in a face-to-face environment, essentially transforming the often impersonal virtual interaction into a meaningful connection” (p. 740). This shows that the virtual learning has some limitations and cannot provide the complete personal interaction that the physical classroom can offer. A blended approach was explained as being the most effective. This could be defined as using both social networking on the internet and real classroom collaboration that is face-to-face for writing activities. Furthermore, it cannot be the sole form for instruction and more research should be conducted to evaluate using it completely on its own. McCarthy presented his case for using Facebook. Students are used to this site and visit it frequently, so it is more comfortable to use than other networking sites. “In an online learning and teaching environment, students are able to communicate at their own pace and consider comments and responses, rather than being ‘put on the spot’ in the physical classroom” (p. 1). Multilingual students can be particularly shy when communicating in a face-to-face classroom environment, so with this program students can use what they have written and learned in the virtual environment and transfer it into a real classroom.

Gudykunst and Nishida (1994) stated, “Both Japanese and North Americans, for example, may fear feeling incompetent when speaking each other’s language.” (p. 88). They also worry about verbal conflict or speaking badly in front of people from other

cultures . Further, the Japanese students may be more uncomfortable with the whole class observing their weaknesses in grammar and content. They could actually feel more shyness and discomfort if everyone from the classroom could see comments on mechanics and usage errors as opposed to only one other student in a controlled and monitored one-on-one online activity. Therefore, more research may be needed on how to keep the online program activities more confidential and comfortable for students and especially certain nationalities of students who may have more sensitivity on the issue. Henceforth, teachers should be aware of their students' cultures in their classrooms when designing activities and lessons. Cooperative learning through peer feedback without the use of online programs had some positive results from a study with Japanese students. Hirose wanted to consider how Japanese students who never had peer feedback activities would respond to this type of classroom activity. The study had fifteen Japanese university students that were 22 years old. They had feedback forms, questionnaires, and essays (pp. 2-3). Results had shown communication improvement, improvement in writing, and improvement in discovering errors among peers (pp. 3-4). Cooperative learning activities that focus on peer review can have positive results without the use of technology and social networking when teaching groups such as the Japanese. They may need more successful experiences with the use of networking sites before they are included as a supplement in their composition classes.

More studies are increasingly having the inclusion of the blended approach. With teaching instruction, this is where a class has virtual and real classroom instruction. Shih (2010) presents a blended approach for ESL instruction in his study. He found that face-to-face instruction together with online instruction will create an effective teaching and

learning experience for both instructors and students (p. 1). Cooperative learning can take place among students where they can work together in groups, make reflections, make comments, and give suggestions to other students in the group. This is directly in line with social constructivist ideas. The students in the study were twenty-three freshmen that majored in English at a Taiwan university. The qualitative study had pre-test, post-test, questionnaire, and student interviews. This study's results found that Facebook can be interesting and effective for English writing instruction in college-level classes (p. 1). In addition to this study, a pilot study was done that provides some insights into this program's use.

A pilot study on CMC took place at the University of Western Australia. Cluett (2010) completed a study for community building of students with the use of Facebook. "Interactive online tools such as social networking offer opportunities to improve communication between students and university staff, supplement learning, and facilitate interaction between groups of students in ways that aid their engagement with campus culture"(p. 1). This study gave positive results in several ways such as: early connection with students, friendly online presence, using an online environment that students are already using, and others (p. 1). This parallels university studies that have positive results such as one describing the benefits of collaboration among students. This study had shown its effectiveness as an online collaborative informal tool that could be used for classroom activities such as study groups and learning about the course processes (Lampe, Wohn, Vitak, Ellison, & Wash, 2011, p. 329). In addition to the effectiveness of Facebook for ESL students and English composition students in the aspects mentioned, it

is also extremely useful in the classroom when interactive English class group pages are developed on the site.

Facebook Groups

Yunus, Salehi, Sun, Yen, and Su Li (2011) present research on the usefulness of Facebook groups. They state, “Facebook groups is a feature that is available on the social networking site Facebook (FB). This feature allows for an unlimited number of members to participate, communicate, and interact via post and chat style for a specific purpose” (p.75). The students’ perceptions of groups were positive and considered them an effective part of ESL writing instruction. Eighty percent of ESL students in their questionnaire agreed that it is beneficial for the writing process in class. They benefited in the following ways: It helped organize thoughts before writing, they learned new vocabulary from comments posted, reduced spelling errors with the spell check feature, gained better ideas before writing, and it was easier to complete essays after participation (p. 78). There are some challenges to using groups that should be taken into consideration. Students could be distracted from the main writing task by focusing on chat, application games, advertisements, or off-task posts and files sharing. Students need to be more organized, focused, and guided. Teachers need to make sure students are motivated in the activities (p. 79). Careful planning is essential to completing activities or assignments.

Further, the teacher’s role in groups is the facilitator or moderator of the group page. Students use this to write and get peer error correction, but ultimately the teacher will have the final say and correction of the students’ writing. Students can use groups as well as communication individually through their personalized profiles. A lot of informal

learning can take place out of the classroom with their profiles, messaging, file sharing, and with the chat feature. The group pages have high potential for peer error correction tasks as well. Assignments can be given with the class divided into pairs that have a responder and a writer. Responders take on the role as editors for their peer writer. Next, the roles are switched and the writer becomes the responder. Research has provided insights into beneficial aspects of this kind of activity.

Benefits of peer review for responders and writers

Both L1 and L2 students have had positive experiences in the roles of responder and writer. Brathwaite (2009) indicated that suggestions made with peer review turned into positive changes when the suggestions were negotiated. Students' results were positive in some respects and even with students that were new to the activity and process (p. 1). Eksi (2012), states that writing is considered as a process and product. It's important to understand the process such as: pre-writing, organizing, drafting, revising, editing, and publishing. The entire process of writing is necessary for writing instruction—not just the final product of the writing. Eksi continues and further expands to explain the instruction of multilingual writers: “When teaching learners how to write in L2, the language teacher acts as a facilitator, guide, feedback provider, and evaluator when students move along these steps” (p. 33). With use of this process, students will reduce the number of errors in their writing.

The purpose of Eksi's study was to investigate the impact of peer review compared to that of teacher feedback on students' writing performance in an EFL academic writing context. There were a total of five research questions given on the effectiveness of peer review for teachers and students. The participants in the study were

46 English majors that were freshman in the state university in Ankara, Turkey. Their ages were 18 to 20 with 10 males and 36 females. Data was collected from peer responses to first drafts, revisions, comments from the instructor on the last drafts, and student reflections in journals (p. 33). The results were positive and showed that peer review eases the workload of the instructor and it is a worthwhile option for students' writing (Diimmel, 2005; Eksi, 2012). In the study, it concluded that both responder and the writer both had equal benefits in the peer review process. In some cases, the responder benefited more than the receiver of feedback. The comments from their reflective journals provided strong evidence for its effectiveness and support for students' understanding of the writing process (Eksi, p. 45).

Hyland (2000) describes a study that suggests that teachers should encourage students to take more responsibility for their own writing and make their own decisions about their use and source of feedback. Hyland provided the following research question, "If the peer feedback was over-controlled by the teacher, how much autonomy were students granted in making decisions about the use of feedback generally?" The data was collected from an English proficiency program (EPP) course for fourteen weeks at a university in New Zealand. The students were Japanese, Korean, Taiwanese, Thai, and Chinese. Their ages were from 19 to 27 in undergraduate and graduate level. This was a qualitative study with interviews, observations, and a questionnaire that were given to show the students' perceptions of the purpose and value of feedback. The results concluded that students valued the informal responses by their peers and felt that it helped with the control of their own writing. Cultural factors should be considered for this because some students did feel uncomfortable with the peer response. It mentioned

that teachers should consider ways to not control the process too strongly or formally (p. 52). Both studies provided support of the use of peer feedback being a positive activity to use in an ESL classroom where students can reduce the number of errors in their writing as a result.

Additionally, a study on peer error feedback by Zheng (2007) is focused on finding out the extent that students can correct their language errors in collaboration with peers, and what the role is for the instructor in the error correction. The students in the study are Chinese freshman college students that attended Zhejiang university of Science and Technology. Students were expected to write an essay for homework and had follow up interviews (p. 26). The results of the activity were that students had an easier time identifying and correcting local errors rather than global errors. Some examples were: verb agreement, spelling, and plural forms of nouns. These are known more as performance mistakes out of carelessness rather than errors in competency. Overall, students were able to correct errors quite well with the peer editing activity. With this activity, students are learning with an alternative activity and it is a more comfortable, interesting, and stress-free experience. It concluded that the teacher's role should be to correct the more global errors that are outside the ability of language learners' proficiency level (p. 28).

This study provided positive results for students because they could identify numerous errors in their peers' writing as well as decide what they perceive as error and change based on their peers' comments. Additionally, it is important to consider the factor of the Zone of Proximal Development (ZPD) in this activity because students are moving beyond what they can do on their own with the help of students and the teacher.

The language proficiency of the students can vary, so several students may be able to correct some global errors, but for the most part students focused on the local errors and were better at correcting those. Overall, the multilingual students reduced the number of errors they had in their writing though as a result of this activity.

More studies build on support for this activity. Witbeck (1976) supports the use of peer correction for intermediate and advanced ESL students. Using this will allow students a chance to revise before the end product is evaluated. He states, “I have concluded that the use of such peer correction procedures results in increasingly more accurate and responsible written work on the part of most students and fosters a more constructive classroom atmosphere for teaching the correctional aspects of composition” (p. 321). In Bangladesh another study adds to this conclusion. Sultana (2009) explains a study with peer feedback in ESL classrooms. The study had 23 language learners from Bangladesh that were ages 19 to 24. The methodology involved the use of questionnaires with quantitative data (p. 14). Peer correction is becoming more popular as communicative language teaching and constructivist learner- centered teaching are becoming more prevalent in the education world. Active participation in language learning is increasingly taking place in classrooms (p. 11). Teachers and students’ roles have changed significantly with the communicative approach. The teacher is not the sole source of information and provider of knowledge and the students are taught to be more autonomous in their learning, so peer or self correction has taken place (p. 11). Students come up with their own meanings rather than an interpretation only being put forth by the teacher.

When looking at peer feedback, there were some noted benefits as well as challenges explained with Sultana's study. First, "Peer feedback is less threatening than teacher feedback. Because students are more comfortable with their classmates and therefore, getting corrected by own friends evokes less anxiety." Also, "When correction comes from the teacher, it reinforces teacher's authority. In a traditional language class, the teacher is the authoritative figure and s/he is considered the sole source of knowledge. Students play the role of just a passive receiver of information. But through the practice of peer feedback, the classroom becomes less dominated by the teacher." Lastly, Sultana states, "The involvement of peers in the correction process makes the classroom atmosphere more supportive and friendlier" (Sultana, p. 12).

Some of the challenges are: reluctance to correct errors in their friends' papers, withholding comments to keep group harmony, feelings of inferiority, little value for classmates' feedback, anxiety about classmates knowing their mistakes, etc. There should always be a cooperative atmosphere for the peer error corrections to take place (p. 13). If students are not adequately prepared then they may have difficulties with this form of correction. The pit-falls were described so teachers can understand what to look for in their class. Naumoska (2009) explains two that can potentially be present. First, students may not take the activity seriously. Secondly, they may not want to hurt students' feelings so only provide positive feedback without critical thinking skills being used (p. 3). Sultana's results concluded that Bangladeshi students still mostly view the teacher as the sole source of authority, but welcome the peer editing as one alternative (p. 18). In a second language classroom a learner needs to be given feedback on how well

they are doing and this type of activity can be a helpful supplement to regular teacher provided correction and instruction.

Peer response is being used widely in classrooms and some examples were put forth that support Sultana's study that were by Kroll (2001). She gave some examples of peer error correction exercises that teachers could have students do. They could provide a checklist of attributes to look for in their own papers and then apply it to peers' papers. The attributes could be topic sentences, themes, main ideas, completeness, grammar, answered questions, etc. Students can write out full sentences to maximize the value as well (Kroll in Celce-Murcia, 2001, p. 229). Students should be assessed on their ability to correct students' essays and assignments.

There are a lot of benefits for peer error correction, but there are some limitations and issues concerning this in diverse groups of students. Depending on the culture, classroom, or age of students, it may take more time to get students used to having peer feedback as acceptable as teacher feedback. Both Sultana and Kroll have emphasized the importance of having teachers prepare their students for this type of feedback and find what would be the most suitable approach for the students based on the culture, diversity, and the arrangement of the class.

A study done by Levine, Oded, Connor, and Asons (2002) supports the use of peer error correction in the EFL/ESL classroom. It explains the differences in peer responses in an EFL setting in Israel and an ESL setting in the U.S (p. 1). There were some key differences in each country. Israeli students gave short responses to peers' writing and the U. S. students gave longer responses. In the U.S. the students thought of the teacher as the main authority for the corrections and in Israel they thought of the

teacher as having a combined voice for the answers with the students. A quote from the text depicts insightful points to consider for student essay drafts. “The widely adopted technique of peer response in both L1 and L2/FL writing classes has enriched the teaching of writing in many ways. It is one of the cornerstones of writing as a process, giving students the opportunity to spend time in class reworking their essays instead of believing that a single draft is adequate. Peer revision has also expanded the concept of audience to include more than the teacher, thus viewing writing as a social construction of meaning. It provides an opportunity for student-writers to discuss and formulate ideas about the content of their writing as well as to help each other in developing writing skills. It also makes students aware of their problems in writing through give-and-take with peers with similar writing problems” (p. 1). Peer error correction can improve students’ drafts in writing through collaboration. The results of the study were positive and had shown perceptions of the effectiveness of this form of response among student writers. It is necessary to vary the instruction and scaffolding according to the needs and abilities of the students within this process.

Cha (2008) found in his research that the online tools for error correction such as bulletin boards and chat can have positive results as well. “The chatting files of the students' peer feedback sessions, and the content of the bulletin board feedback can be saved online in that teachers could always monitor how much the participants, as readers, have understood the peers' writing, and their abilities to provide effective and thoughtful feedback to their peers” (p. 19). This can save teachers valuable time to focus on extensions and other aspects of language instruction. Berg (1997) and Nelson and Murphy (1993) also have research that supports the use of peer response or peer error

correction in revision of writing. Berg compares the effects of trained peer error correction and the effects without peer error correction with two groups (p. 1). Some challenges were noted in classroom organization and the proper use of peer response techniques, but revision strategies and writing quality had shown improvement. There have been improvements made in native as well as non-native speakers' English writing. The latter has more factors and considerations that need to be in play to yield success, but when implemented correctly can be highly useful in writing classes. "Watching a peer's approach to reading one's text might also serve as a model for how to read text through the eyes of someone else. It may then help students develop a better sense for how to read their own texts from the perspective of an audience, what questions to ask, and how to systematically examine their text with the purpose of improving it"(p. 155). This has shown how students use the process of peer error correction to examine their own papers more to aid in self-correction. This all supports the idea of autonomous learning with this system.

Additionally, Nelson and Murphy stated that success with students revising their papers and making the changes based on the peer comments can all depend on how the students feel. Namely, it depends on if they can be cooperative or defensive. Numbers in the data displayed that most students implemented change in their papers (p. 140). Further results indicated that teachers should provide adequate scaffolding with the use of observation before going fully into this type of activity. Peer interaction should be constructive and meaningful (p. 141). As described, cooperation is key to progress and success. Soares (1998) adds to this notion by explaining the concept that discussion can take place among L2 learners that involves cultural awareness training, so they can

understand and appreciate the differences in comments that were provided by their partners (p. 1)

Summary

In conclusion, peer error correction is continuing to be popular globally and is being used in numerous types of English and ESL composition classrooms increasingly. Yao and Cao (2012) contend that this helps students to revise their papers, identify errors, and increase confidence in writing for L2 learners. A challenge of this was stated about how students struggle with the idea that they can learn from their peers and the peers' comments. They believe the teacher is the sole authority (p. 554). Research has shown that social networking sites such as Facebook have been a major benefit to facilitate this and to improve writing and second language acquisition among ELL's. Yao and Cao state, "Facebook is a tool that is widely used by college students as a social communication platform. Some of these users are repurposing Facebook as a tool for classroom organizing and supporting collaborations that are instructor-sanctioned—as well as those that are not. These findings complement a growing corpus of research that explores outcomes of SNS use" (Lampe, Wohn, Vitak, Ellison,& Wash, 2011, p. 345). Although benefits are clearly stated, it is important to note that there are some ideas to the contrary in media that say students may have poor performance in school because of social networking sites that have distractions and time consuming activities.

Particularly, more research should be done to insure that students' identities are not compromised with online written revisions because students from certain Asian countries for example, may see this as shameful when making mistakes the whole class can see. This is especially true for Japanese students (Gudykunst & Nishida, 1994).

Overall, peer editing has led to improving motivation, engagement, writing skills, revision strategies, and community building among students. Constructivist theory supports the use of peer error correction because learning requires sharing, exchanging, and negotiating. Krashen's monitor model also supports the use of this type of activity. Having teachers facilitate peer error correction is less threatening, more comfortable, creates a cooperative atmosphere, and causes less anxiety than having teacher feedback for many students. Many students may feel more comfortable with the written form of error correction rather than out loud in class. An example of teaching and using peer editing can be done with the use of feedback forms which can be highly beneficial for multilingual students. Teachers may try using the forms for a number of reasons such as: reducing feedback workload, students' expansion of knowledge on how their writing affects other readers, reinforcing revising strategies, internalizing the expectations of writing, and others. Feedback forms provide a focus on grammar as well as content, and teachers can organize them in a variety of ways. For instance, if the focus is on mechanics and usage, teachers can create forms to address those specific points.

Moreover, there are some online tools that can be used for error correction and corrective feedback, that will support these ideas. One given by Yeh and Lo (2008) is called, "Online Annotator for EFL Writing." This is an online tool for documents that edits, composes, and analyzes (p. 1). This will support the use of online peer error correction and allows teachers to be able to collaborate more easily with students and free up the task of error correction.

Facebook groups, chat, profiles, and other parts of the website can be used to facilitate error correction. More research should be done on integrating instruction with

CMC and face to face instruction or having Facebook instruction as the primary tool used in the class. Also, more research should be done on analysis of the learners' interactions using groups, chatting, and profiles. Because of the increased use of CMC in the world, more effective methods of teaching writing should be developed. Compared to CMC, face-to-face peer review is still proven to be safer, confidential, and more academically sound than the use of networking sites. Despite this, students do need proper coaching to become more skilled readers of peers' writing and to be more teacher-like in discovering errors. Paulson, Alexander, and Armstrong (2007) explained that writing is a complex process and the process should be valued rather than only the final product (p. 329). Teachers need to build learners' confidence in writing and create the right ambiance to effectively have them become great responders to writing, take advice from their peers comments, evaluate peers' comments to change, and finally revise their draft to move to the product stage.

Naumoska (2009) explains the advantages of peer feedback which include: critical thinking, encouraging students to voice opinions, and the importance of constructive feedback. When students do any kind of writing, they always need a follow up of feedback and peer feedback to meet those requirements. Naumoska explained, "By introducing peer review in the feedback stage, several birds are killed with one stone, because receiving feedback from one's peers does not carry with it the same pressure and stress that receiving feedback from one's teachers might, furthermore, this type of feedback gives students the opportunity to read each other's work and in that way to compare themselves with their fellow students, to critically examine each other's writing, and at the same time to escape from the constant scrutiny of the teacher" (p. 1). Some

disadvantages were also explained to help teachers with preparation. First, students may not take the activity seriously. Secondly, they may not want to hurt students' feelings so only provide positive feedback without critical thinking skills being used. However, one should realize that the success of the activity may have factors such as: size, level of English, age, and others. (p. 5). When organizing peer response activities, the above mentioned points should be kept in mind, and it is important for instructors to pay close attention to the needs of multilingual writers. Overwhelmingly, peer editing contributes to greatly reducing the amount of errors in the writing of these students. Peer editing can be considered as one part among many parts of the writing process in classes, and it contributes to building a community of writers.

Chapter 3

Research Methods, Data collection, and Analysis

Chapter 3 is a description of this action research that included both qualitative and quantitative methods to collect data about peer editing in two college level composition classes for multilingual writers. After students had written the first draft of an essay, the researcher taught both sections a peer editing activity that will be explained in this chapter and the findings will be reported.

Research Methods

Action research

The action research in this study incorporated mixed methods. Reil (2013) defines action research as “the systematic, reflective study of one’s actions, and the effects of these actions, in a workplace context. As such, it involves deep inquiry into one’s professional practice” (web). She continues on to explain that researchers can improve their community—in this case English 112—through new ideas gained from this type of research, which includes multiple perspectives. Furthermore, she added that the data collected by the researcher can cause a new course of action within that community when the instructors and the researchers reflect on the findings together (web). Specifically, my research is geared toward ESL college level education and can lead to improvement in instruction for this population at Eastern Washington University. Our teaching goal was to help writers edit their own and peers’ work.

Philosophical worldviews

The worldview in a particular study is described as a set of beliefs that influence action (Creswell, 2008, p. 6). Each study has an underlying worldview that influences the research. Creswell describes four different worldviews that address qualitative, quantitative, and mixed methods approaches. Post-positivist means after positivism, so individuals cannot be positive about their claims of absolute truth in research. With this worldview, it is understood that “knowledge is conjectural,” and “absolute truth can never be found” (p. 7). In the present study, the participants’ activities provided important data that shed some light on the research questions, and this will be reported later in this chapter and discussed in greater detail in Chapter 4.

Alternatively, another worldview for the present study is social constructivist that addresses the qualitative data that was a journal we collected after we taught the editing activity to see how students felt about it. Subjective realities of individuals—in this case the 18 students, the two instructors, and the two investigators—shaped the findings and interpretations. Key to this view is for participants in a study to rely on their varying viewpoints of the activity for the focus. Interaction among individuals is a focus for social constructivist philosophy as well as individuals’ personal, cultural, and historical experiences. Researchers inductively look at the emerging themes in the journals and arrive at a clearer understanding of the value of the editing activity. The journals collected in the present study include open-ended questions to leave responses limitless for the students’ interpretation of benefits and challenges of the activity. Trevor, who taught Section 1, had assigned an essay in which students had to show two similarities they shared with a character in the biography, *Hiroshima*. The writing allows for a

variety of interpretations and opinions—they are based on their personal backgrounds in the real-world and academic world (p. 8).

Such research methods also incorporate the advocacy and participatory worldview as evidenced in this assignment. This view provides an explanation for an action agenda to spark change in society or individuals' lives and encompasses those that have been traditionally marginalized—in this case the victims of the atom bomb dropped in Hiroshima. The assignment addressed issues of race, gender, disability, and social status. It was this essay that was the focus of the peer editing activity taught in Section 1 in Week 3 of a 10-week quarter and taken home to be completed and returned the next day. In Section 2, students were reading *A Biography of Lincoln and Douglass: The Story Behind an American Friendship*, and in Week 7, Nick assigned them to write a researched argumentative essay on a topic of their choosing related to their major. This paper was the focus of the peer editing activity done in class and collected that week.

Mixed methods approach

In the present study, mixed methods were used to analyze the data collected. Mixed methods research combines both qualitative and quantitative to create an approach that is more balanced than either one individually. Particularly, Creswell describes several mixed methods strategies, but our focus here is on “[s]equential mixed methods procedures...in which the researcher seeks to elaborate on or expand on the findings of one method with another method” (p. 14). My study began with a quantitative method to see how well students could identify and correct peers' errors, and then the next day it moved to journal responses to the activity.

Participants

English 112 was the course used for data collection in the present study. For the study, the Human Subjects Review Board stated that the students' participation in the study was voluntary. Students were asked to sign a consent form that was fully explained by the investigator as instructor. Additionally, students were informed that their names would not be included with their scores and writing samples. Students' writing has not been edited for this thesis.

The investigator comprised a convenience sample with two classes which were used to collect data for this study. A convenience sample can be defined as a convenient and inexpensive avenue for a researcher to obtain an approximation of the truth in exploratory research (p. 1). Further, this was a judgment sampling because the two English 112 classes were used as smaller representatives of the larger multilingual writing community. The first class had 6 students, of which all of them participated. The students were mostly from Saudi Arabia except for one student from Pakistan. In the second 112 class, there were 14 students and a total of twelve students participated and completed the activity. The students from the second section were from Saudi Arabia, Japan, and China.

Table 1 Students' Nationalities

Section 1	Country of origin L1	Total
	Saudi Arabia	5
	Pakistan	1
Section 2	Saudi Arabia	10
	Japan	1
	China	1

Instructors, investigators, and interns

The primary investigator also acted as the instructor for the research activity and guided students through it. Students were given a comfortable atmosphere for their peer error correction they took part in for the activity, and they began with a solid explanation of expectations for each part of the activity by the teacher. After the responders and writers corrected their peers' essays, they completed a reflective journal on the process of the activity with benefits and challenges they experienced. In both sections one and two, two full class periods of fifty minutes each were used for the peer editing activity and response journal.

Data Collection Instruments

The students read and signed a consent form for the study, which explained the research question and purpose of the thesis project. The primary investigator or researcher, who was also the substitute instructor for the research, explained the consent form, thesis project, and brief history of his background. Section 1 met during the third week and Section 2 met in the seventh week. Both sections had an IRB consent form for each student, an essay to edit, activity content Form A, activity editing sheet Form B, and journal Form C. The whiteboard was used for explanation in both sections. The overhead was used in the second section's classroom because of the larger number of students present.

Procedures for Data Collection

The peer editing activity proceeded as follows.

1. The researcher explained briefly his project and then explained the consent form, asking students to sign and return them only if they agreed to allow their work to appear in this thesis. Even if they declined, they still had to do the activity and would receive a grade for it, but did not have to submit it for this thesis.
2. The researcher introduced the editing activity on the day the students were turning in a draft of the assigned essay in each section.
3. Peer responders read the partner's paper silently to themselves and responded briefly to content (Form A). The responses are summarized in Chapter 4, but due to time constraints, students wrote very little on this form and moved on quickly to the editing for grammar and mechanics. Section 1 did not complete Form B, so Trevor allowed them to take the peer's essay home to complete the assignment and return it the next day.
4. Then they identified errors and suggested corrections on a separate form (B), and then the partner could decide to make the suggested changes or not. Later, the researcher counted (1) the number of errors identified (PFE), (2) the number of changes made by the writer based on the peer feedback (WC), and (3) the number of actual errors by category that the researcher had identified (RFE) as summarized in Table 2 for Section 1 and in Table 3 for Section 2.
5. The next day, the researcher returned to each class and handed out Form C, the journal prompt asking students to discuss the benefits and challenges of the editing activity.

Procedures

The present study began with Section 1 in Week 3 of the quarter and Section 2 in Week 7 of the quarter. Weeks were chosen after the beginning of the quarter to allow time for students to become more comfortable with their peers. In both sections, students were working on their second drafts of their Friday argumentative and cultural similarities essays. The writers provided their essay drafts to use with the guided peer editing activity. They were asked to get into pairs and silently read each other's essays first to have an understanding of the content and then answer some of the questions in form A of the handout given by the researcher and substitute teacher. The goal was to motivate students to complete part A and part B of the activity. Form A was based on content and students from both sections only completed a few lines from the form such as the title and a favorite sentence from their peers' essay. This form was not the main focus of the activity, but it is important to note that editing for content is something that should usually be covered before beginning the grammar editing. Section 1 began Form B in class and then finished it at home. Form C was completed the next day in each of the sections. A key difference between the sections took place. Section 1 had Form B completed as homework and they were given an extra handout with questions that explained the time, details of the activity, and their comprehension of the activity.

Writers proceeded to number the lines on their essays as an easier way to mark errors for the upcoming Form B of the handout. They focused on grammatical errors rather than content in Form B. The researcher asked the students to focus on grammar mistakes in their partners' essays on this form and explained the directions. They were asked to look for errors, write the sentences with errors, and offer suggestions to change

those errors. If they did not have a suggestion, they were asked to put a question mark in the suggestion box. They wrote the lines of the errors on their partners' forms also, and the writers had a choice to accept or not accept the suggestions. When the writers had their Form B editing sheets returned, they marked + for yes or – for no in the last column to show if they accepted the suggestions or not. Students acted as responders to their peer's writing and then they switched roles. Section 1 completed Forms B and C on the second day and Section 2 completed B on the first day and Form C on the second. Form C is a 100-word reflective journal that explains the benefits and challenges of the responders and writers in this activity. It depicts the experiences they had in the process of peer editing.

Form A: English 112 Peer Editing & Response Sheet

Responder's (R) name _____ date of response _____

Writer's (W) name _____ draft # _____

date of draft _____

Do not write on your partner's paper. Write only on this sheet.

Follow these steps:

1. Number the lines on your draft. Include the heading & title.
2. Form pairs.
3. Writer gives R a copy of the essay.
4. Writer reads his/her essay aloud to R.
5. Switch roles. Do the same. Both responders now fill in Box A and Box B on partner's essay, not your own.
6. **R** fills in Box A below after listening to **W** read his/her essay aloud.
7. **Return this sheet to the writer.**

Form A—Content Title _____

This essay is about

My favorite sentence is _____

Because _____

I would like to know more about _____.

One question I have is: _____?

The words or part/s I don't understand are _____

If this were my paper, I would do these things to make it more interesting:

1. _____
2. _____
3. _____

Something I learned is that _____

Form B—Mechanics—identify the line # you think has an error. Write the incorrect form or incorrect word & suggestion. If you don't know how to correct it, put ? If you think the whole sentence should be changed, write Review. Writer changes words on his/her own draft. Writes + or – for Agree.

<i>Line</i>	<i>Error</i>	<i>Suggestion</i>	<i>Agree?</i>
1	Me and my family...	My family and I....	
1	been to Australia...	Went	
2	Study	Studied	
8	He borrowed me some money.	He lent me some money.	

Data Analysis

The purpose of the present study was to observe how many errors multilingual college freshman can identify and correct in their peers' essays through a guided peer editing activity. The benefits and challenges of writers and responders in the activity can be described through reflective journals. Most students participated and contributed to building a community of writers in the classroom. Certain patterns occurred as a result of analysis of responses that have teaching implications for educators. This was an example of action research that will contribute to the educational community.

To create the taxonomy, both the researcher and the responsible investigator (Reeves) came up with a list of error types and definitions of each type prior to the data analysis. We both felt these types of errors were important to focus on because they generally do occur in the writing of multilingual writers and are commonly a focus of editing instruction. Through the peer response activity, teachers can learn more about the errors that their own students make and create their own taxonomies.

Definition of Errors

Subject-verb agreement errors= s/v

When a writer has a subject-verb agreement error, it is coded as s/v. This would include errors where the subject does not match the verb. Both tables 2 and 3 have this code. Writer 1.3, for example, wrote this sentence "I think that Mrs. Nakamura is very great mother because I think there are some mothers will not do like what she have done." The writer should have kept the agreement for she matching the have form which is has. The last part of the sentence should be what she has done. Overall, the writers had the least of these errors for both sections in Tables 2 and 3.

Verb form errors=VF

A verb form error is where verbs have an incorrect form in the sentence. This would include errors where the verb may be in the wrong tense. It is coded as VF. Writer 1.3, for example, wrote this sentence “After I see my final grade in the math and English, will get 100% in the second and third years.” He should have after I saw my final grades so see is in the past form.

Usage errors=U

When a writer used an incorrect form of a word or the wrong word altogether, it was coded as U for a usage error. However, this distinction was not made in the reporting because both types were coded U (Tables 2 and 3). This would include errors with prepositions, for example. It did not include verb form errors, however, because that was a separate category listed above. Writer 2.7, for example, wrote the wrong form of the word—“adulthood” instead of sites for adults only, which is what we think he meant here: “So if we want to censor the Internet we must consider the three important things: the effect on adulthood, hackers and incorrect news.” On the other hand, there were many usage errors that were simply the wrong word. “Writer 1.3, for example, wrote this sentence: “I believe that Miss Nakamura is pretty good mother because she has three children (two girls and a boy) and she is *doing* very hard to *let* them safe.” He is using “doing” incorrectly here, so it is the wrong word and is labeled U for usage. Normally, we would say, “She is working very hard to keep them safe.” His use of “let” is also incorrect because we would say “keep them safe” instead of “let” them safe. Section 1 had a total of 34 usage errors, and Section 2 had a total of 65 usage errors identified by the researcher.

Spelling errors=SP

Spelling errors commonly occurred throughout the essays in both sections. These errors were labeled as SP. For instance, writer 2.7 wrote: “We must be more tuff with the hackers.” He should have tough instead of tuff. Additionally, writer 1.1 wrote: “All I did were because of the humanitarian feelings that everyone had in his or her serf.” In this case serf should be self. Section 1 had 23 total actual spelling errors. Section 2 had 22 spelling errors.

Omission errors=O

Words that are left out of sentences are omission errors and they are labeled as O. Writer 1.3 wrote: “My grade in first year of high school was bad because the math and English were hard for me.” The student left out the. It should be in the first year of high school. In this case an article was left out. This writer had another error where he wrote: “My father divorced my mother in 2008 because they started disagree in most of things.” He left out the preposition to, so it should be started to disagree. The total omission errors for Section 1 was 13, and Section 2 was 27.

Added word errors=AW

Added word errors are where students insert unnecessary words into sentences. They are labeled as AW in the tables. Writer 1.1, for instance, wrote: “What I think regarding religion is this that “Humanity is the biggest religion, and Islam is totally based on humanitarian perspective” The student added this before that. Writer 2.7 wrote: “As you can see, parents and the competent authorities must to come together and stand for Internet censorship.” He added a preposition unnecessarily and it should be must come

together. Section 1 had a total of 14 actual added word errors and a total of 13 for Section 2.

Punctuation errors=P

Each essay had some punctuation errors. These were labeled as P in the tables. Writer 1.3 wrote: “After that I got my grades and I got full points in English and math, and I was very happy because I wasn’t playing with my family, and I spent all my time to just study and study.” This sentence had two types of punctuation errors. First, the sentence began with a prepositional phrase, so a comma was needed. After that, I got my grades. The next type of punctuation error was the comma error in: , and I got full points in English and math. This was needed because this was a coordinate conjunction beginning an independent clause. Section 1 had a total of 17 actual punctuation errors and Section 2 had a total of 26.

Whole sentence recast=R

When a sentence had so many problems, not necessarily errors, that the reader could not understand the meaning of the whole sentence or parts of the sentence, then it was labeled R, meaning revise the whole sentence. In some cases, these were sentences that were so long that major ideas were buried in the words, phrases, and clauses. For example, W1.1 wrote: “As a doctor and as a human being he was not only helping the people after the devastating destruction of atomic explosion, even he was devoted to his work and helped the humanity up to his best before that nefarious evil, the reason for above statement was this that he even used to work more than his due time but he left that because he may would have been punished for it.” Since this sentence had 72 words in it

with many important ideas presented, some were lost in the verbiage, possibly confusing readers. If he were to break up the sentence into several sentences, less of the meaning would be lost. So this sentence was given the R rating, and no other errors were counted. In other words, we did not count “may would have been punished” as a verb form error. Nor did we count article additions in this sentence—“the humanity.”

The first table for Section 1 is Trevor Duston’s class and the second table is for Section 2 is Nick Stephen’s class. The tables will explain the categories of actual errors for the six students in Section 1 and the 12 students in Section 2. The actual error categories are as follows: (S/V) subject-verb agreement error, (VF) verb form error, (U) usage error, (SP) spelling error, (O) word omissions, (AW) added words, (P) punctuation error, (R) revise the whole sentence, PFE for peer found errors, TFE, for total errors found by the teacher, WC for writer changed errors, and # of w for the total number of words in the essays. After the tables, there is an explanation on each student’s essays and their error identifications and corrections.

Explanation of Table 2 Section 1

Essay on cultural similarities and differences (Appendix E).

Table 2/Section1 Cultural Similarities and Differences essay: Hiroshima, a non-fiction account of the bombing and a case study of a number of survivors over time, covering several decades after WW2. Students had to write about an admirable character in the story and then connect that character’s actions to their life.

Writer 1.1 from Table 2 had an essay that correctly met the content requirements of the Cultural Similarities and Differences essay prompt. The writer wrote about Dr. Sasaki, a character from the WW2 story, and then the writer explained similarities that he

shared with that character. Writer 1.1 had good organization and structure with two clear similarities and a conclusion. There were more local errors than global errors in the essay. Also, the writer used a lot of description with specific details to illustrate the similarities. Moreover, none of these errors affected the meaning of the essay. Initially, the first draft was hand written and completed in class on a Friday. This second draft was completed by Monday of the following week. The following essay was chosen because it had the highest number of total errors found and the least number of peer errors correctly identified. It had quality content, but a high amount of grammatical errors. This essay is an example of how the activity was challenging for writers to correctly identify the errors. Only one essay was used as an example for Section 1 because of the small size of the class.

Writer 1.1 is a Pakistani male who wrote an essay of 567 words about Dr. Sakai and himself (Appendix B). The writer compares his work after an earthquake in Pakistan with Dr. Sakai's work after the bombing of Hiroshima. His focus is on humanitarian efforts after such tragedies. His peer thought he found 10 errors and the writer chose to change only six of them. The peer actually only had 8 real errors. The researcher, however, found an additional 30 errors and table 1 shows that there were actually 38 total errors in the essay. The errors are as follows: 1 verb form error, 9 usage errors, 9 spelling errors, 1 omission, 9 added word errors, 5 punctuation errors, and 4 review sentence errors.

Writer 1.2 is a Saudi male who wrote an essay of 685 words about Mrs. Nakamura and himself. The writer compares his work of helping his brother in Saudi Arabia and in Spokane to Mrs. Nakamura helping her children get to a safe part of Hiroshima. He focuses on helping family in need during crisis situations. His peer found 3 errors and

the writer chose to change two of them. The peer correctly identified those 3 errors. The researcher found 26 additional errors for a total of 29 errors as shown in Table 2. The errors are as follows: 1 subject verb agreement error 5 verb form errors, 5 usage errors, 3 spelling errors, 2 omissions, 4 punctuation errors, 2 added word errors, and 7 review sentence errors.

Writer 1.3 is a Saudi male who wrote an essay of 688 words about Mrs. Nakamura and himself (Appendix B). The writer compares his work of helping his family in a divorce situation in Saudi Arabia to Mrs. Nakamura helping her children get to a safe part of Hiroshima. He focuses on helping family in need during the difficult transition. His peer found 4 errors and the writer chose to change 3 of them. He correctly identified those 4 errors. The researcher found 27 additional errors for a total of 31 errors. The errors are as follows: 1 subject verb agreement error 3 verb form errors, 11 usage errors, 1 spelling errors, 5 omissions, 3 punctuation errors, 1 added word error, and 6 review sentence errors.

Writer 1.4 is a Saudi male who wrote an essay of 426 words about Mrs. Nakamura and himself. The writer compares his work of helping his brother and friends in Saudi Arabia to Mrs. Nakamura helping her children get to a safe part of Hiroshima. He focuses on helping family and friends in need of tutoring. Both Mrs. Nakamura and he, have a strong respect for humanity and empathy for others. His peer thought he found 8 errors and the writer chose to change 3 of them. The peer identified only 1 error correctly. The researcher actually found only 6 total errors. The errors are as follows: 1 usage error, 1 spelling error, 2 punctuation errors, and 2 review sentence errors.

Writer 1.5 is a Saudi male who wrote an essay of 657 words about Mr. Tamnimoto and himself. The writer compares his work of helping families in need to Mr, Tamnimoto helping a woman who was injured after the atomic bomb hit Hiroshima. He focuses on helping a neighbor go to the hospital because he didn't have his car and his wife was pregnant. His peer thought he found 12 errors and the writer chose to change 11 of them. The peer identified only 5 errors correctly. The researcher found a total of 32 errors. The errors are as follows: 1 verb form error, 7 usage errors, 4 spelling errors, 4 omissions, 2 punctuation errors, 1 added word error, and 13 review sentence errors.

Writer 1.6 is a Saudi male who wrote an essay of 329 words about Mrs. Nakamura and himself. The writer compares his work of helping a young girl find her family and helping his brother in Saudi Arabia to Mrs. Nakamura helping her children get to a safe part of Hiroshima. He focuses on helping people in need during crisis situations. His peer thought he found 5 errors and the writer chose to change 3 of them. The peer identified only 2 errors correctly. The researcher found 12 total errors. The errors are as follows: 1 usage error, 5 spelling errors, 1 omission, 1 punctuation errors, 1 added word error, and 3 review sentence errors.

Table 2 provides the taxonomy of actual errors in the essays identified by the peer responders (PFE) and the researcher (RFE). There were a total of 148 actual errors found by the researcher in this section and a total of 23 actual peer found errors. With this group of students, most of the errors that the researcher found occurred in the usage column and review column. The fewest errors identified by the researcher were in the subject-verb agreement column and the verb form error column. When comparing the total errors, words changed, and the number of words it is clear that the writer did not change even

close to the amount of total errors. All the essays had a high number of errors when considering the number of words.

There were a number of actual errors found and errors that peer responders thought were errors. In Section 1, peer responders thought there were a total of 43 errors in the essays. Writers accepted 27 out of the 43 to help them revise their essay drafts. In Section 2, peer responders thought there were a total of 54 errors in the essays. Writers accepted 27 out of the 54. This information is not reported in Tables 2 and 3. It is being provided here to show that peer responders over-identified what they thought were errors that were not really errors in their partners' papers. This inaccurate feedback may have influenced the writers themselves in two possible ways:

1. Writers gained self-confidence by not changing what was suggested by the peer in that they felt more certain of their own correctness.
2. Writers had so much self doubt about their editing that they changed parts that were not actually errors, trusting more in their peers' ability to edit than in their own ability.

Future researchers might explore this phenomenon, but it will not be addressed further in this project.

Tables 2 and 3 summarize the kinds of errors produced by the 18 writers by section. These tables also indicate the total errors identified by peers that were actually errors (PFE) as identified by the researcher. The numbers in the PFE columns do not include any errors that were incorrectly identified by the peers. So if Peer Responder 1.1 thought he had identified 10 errors in Writer 1.1's essay, but only eight of these were actually errors, the number 8 appears in the PFE column in the table, not the number 10.

It was the researcher who made decided that only 8 were errors, not 10. But the next column shows the true number of errors that the researcher found in that paper: 38. So there was a large difference between the number the peer found and the number the researcher found in most cases in both sections. No statistical tests were performed to report these differences because most teachers doing this kind of research at not interested in statistical analyses. They are more interested in the differences we show here.

Table 2 Section 1 Taxonomy of actual errors

	S/V	VF	U	SP	O	AW	P	R	PFE	RFE	WC	# of wds
W1.1	0	1	9	9	1	9	5	4	8	38	5	567
W1.2	1	5	5	3	2	2	4	7	3	29	2	685
W1.3	1	3	11	1	5	1	3	6	4	31	3	688
W1.4	0	0	1	1	0	0	2	2	1	6	3	426
W1.5	0	1	7	4	4	1	2	13	5	32	5	657
W1.6	0	0	1	5	1	1	1	3	2	12	1	329
	2	10	34	23	13	14	17	35	23	148	19	

Explanation of Table 3 Section 2

Section 2 essay: Argumentative research Essay: Students picked an arguable topic in their field of interest and had to persuade the audience to take their side.(Appendix F).

Writer 2.1 is a Saudi male who wrote an essay of 677 words about guns in America. The writer focuses on persuading the reader to consider stronger gun control measures because of the high violence that guns are involved with. His peer thought he found 4 errors and the writer chose to change 3 of them. The researcher found only 3 of those to

be errors. The researcher found 21 total errors as shown in Table 3. The errors are as follows: 1 verb form error, 3 usage errors, 2 spelling errors, 2 omission, 2 punctuation errors, 2 added word error, and 9 review sentence errors.

Writer 2.2 is a Saudi male who wrote an essay of 1104 words to persuade the readers on the effectiveness of non-violent protest and the philosophy of Gandhi. His peer thought he found 3 errors and the writer chose to change none of them. The researcher found none of those to be errors. The researcher found 14 total errors as shown. The errors are as follows: 5 verb form errors, 3 usage errors, 1 spelling error, 2 omissions, and 3 punctuation errors.

Writer 2.3 from Table 3 had an essay that correctly met the content requirements of the persuasive/argumentative essay prompt. Writer 2.3 wrote about air pollution and had good organization with introduction, body, and conclusion. This essay was chosen as an example because it had the greatest number of words with the fewest errors. This writer has strong ability with content, mechanics, and grammar. Also, the writer used a lot of description with specific details that persuaded the reader effectively. Initially, the first draft was hand written and completed in class on a Friday. This second draft was completed by Monday of the following week (appendix C). Writer 2.3 is a Saudi male who wrote an essay of 2252 words about the effects of air pollution. In particular, he uses persuasive writing to have the reader understand what should be done about air pollution in the world. His peer thought he found 1 error and the writer chose to not change it. The peer did not correctly identify any errors. The researcher found 5 total errors. The errors are as follows: 1 omission, 3 punctuation errors, and 1 review sentence error.

Writer 2.4 is a Saudi male who wrote an essay of 1161 words that persuade the reader to not eat too much fast food. He explains the health problems that this type of food can cause among people. His peer thought he found 5 errors and the writer chose to change 1 of them, but it was not an actual error. The researcher found that there was only 1 error out of the 5 correctly identified by the peer. The researcher found 8 total errors. The errors are as follows: 1 subject verb agreement error, 1 verb form error, 4 usage errors, 1 spelling error, and 1 punctuation error.

Writer 2.5 is a Saudi male who wrote an essay of 472 words to persuade the audience on learning more about social security. He compares Saudi Arabia with the U.S. and how both systems have pros and cons. His peer thought he found 5 errors and the writer chose to change 2 of them, but they were not actual errors changed. The peer did not correctly identify any errors. The researcher found 25 total errors. The errors are as follows: 7 usage errors, 6 omissions, 3 punctuation errors, 1 added word error, and 8 review sentence errors.

Writer 2.6 is a Saudi male who wrote an essay of 865 words to persuade readers on the use of dental fluoride for good hygiene. His peer thought he found 3 errors and the writer chose to change 2 of them, but none of them were actually correct. The peer did not correctly identify any errors. The researcher found 23 total errors. The errors are as follows: 1 verb form error, 8 usage errors, 1 spelling error, 2 added word error, and 11 review sentence errors.

Writer 2.7 from Table 3 had an essay that correctly met the content requirements of the persuasive/argumentative essay prompt. He wrote on internet censorship and how it is needed more in society. He had good organization with his introduction, body, and

conclusion. This essay was chosen as an example because it had the greatest disparity of total words identified by the researcher and the actual number of peer identified errors. This writer has strong ability with content and description. Also, the writer used a high number of specific details that persuaded the reader effectively. Initially, the first draft was hand written and completed in class on a Friday. This second draft was completed by Monday of the following week (Appendix C). Writer 2.7 is a Saudi male who wrote an essay of 832 words about the importance of internet censorship. He makes the case that internet censorship is needed more to benefit society and avoid inappropriate content. His peer thought he found 5 errors and the writer chose to change 1 of them, but it was not correctly changed. The peer identified 1 error correctly. The researcher found 29 total errors. The errors are as follows: 2 verb form errors, 9 usage errors, 5 spelling errors, 4 omissions, 4 punctuation errors, 2 added word errors, and 3 review sentence errors. Writer 2.8 is a Saudi male who wrote an essay of 1821 words to persuade on the use of child car seats being used. He emphasizes them being used safely and points out the problems in society. His peer thought he found 8 errors and the writer chose to change none of them. There was one error he needed to change. The peer identified only 1 error correctly. The researcher found 15 total errors. The errors are as follows: 2 verb form errors, 4 usage errors, 4 spelling errors, 3 omissions, 1 punctuation error, and 1 added word error. Writer 2.9 is a Japanese male who wrote an essay of 825 words to persuade readers to not have full reliance on e-books and to support the use of paper books. He states that there are too many problems with e-books to solely use them and take the place of paper

books. His peer found 0 errors. The researcher found 16 total errors as shown in table 1. The errors are as follows: 7 usage errors, 3 omissions, and 6 punctuation errors.

Writer 2.10 is a Saudi male who wrote an essay of 791 words to persuade readers on the use of computer driven cars. He explains that people will be safer and have more time to do others things while in the car. His peer thought he found 4 errors and the writer chose to change 3 of them. Only 1 is correct and that is what we see in the table. The peer identified only 1 error correctly. The researcher found 24 total errors. The errors are as follows: 2 verb form errors, 11 usage errors, 2 spelling errors, 4 omissions, 1 punctuation error, 2 added word errors, and 2 review sentence errors.

Writer 2.11 is a Saudi male who wrote an essay of 1377 words about the troubles of eating fast food. He focuses on the health problems people can have by eating too much fast food. His peer thought he found 13 errors and the writer chose to change 11 of them. None of them were correctly changed. The peer identified only 1 error correctly. The researcher found 5 total errors. The errors are as follows: 1 usage error, 1 spelling error, 1 omission, 1 punctuation error, 1 review sentence error.

Writer 2.12 is a Chinese male who wrote an essay of 1162 words about censorship in America. He thinks that more censorship should take place on the internet to protect society and freedom should be controlled more in certain ways. His peer thought he found 4 errors and the writer chose to change 4 of them. Only 2 were actual errors. The peer identified 2 errors correctly. The researcher found 22 total errors. The errors are as follows: 1 verb form error, 8 usage errors, 5 spelling errors, 1 omission, 1 punctuation error, 3 added word errors, and 3 review sentence errors.

Section 2 Table 3 Error Taxonomy of actual errors found

	S/V	VF	U	SP	O	AW	P	R	PFE	RFE	WC	#TW
W2.1	0	1	3	2	2	2	2	9	3	21	3	677
W2.2	0	5	3	1	2	0	3	0	0	14	0	1104
W2.3	0	0	0	0	1	0	3	1	0	5	0	2252
W2.4	1	1	4	1	0	0	1	0	1	8	0	1161
W2.5	0	0	7	0	6	1	3	8	0	25	0	472
W2.6	0	1	8	1	0	2	0	11	0	23	0	865
W2.7	0	2	9	5	4	2	4	3	1	29	0	832
W2.8	0	2	4	4	3	1	1	0	1	15	1	1821
W2.9	0	0	7	0	3	0	6	0	0	16	0	825
W2.10	0	2	11	2	4	2	1	2	1	24	1	791
W2.11	0	0	1	1	1	0	1	1	1	5	0	1,377
W2.12	0	1	8	5	1	3	1	3	2	22	2	1162
	1	15	65	22	27	13	26	38	9	207	7	

When looking at Table 3 of Section 2, it appears that again the usage errors and review errors have the highest frequency of errors. There were nearly no subject verb agreement errors and only a small number of verb form errors. There was a high disparity in the number of errors that peers found compared to the number of total errors that the researcher/instructor found. Overall, peers struggled with identifying almost all of the total errors in the essays. Responders in Section 2 thought there were a total of 54 errors in the essays. The writers accepted 27 out of those 54 errors. They changed a total of 9 actual errors, but the researcher found a total of 207 actual errors.

Qualitative Analysis of the Journals

Journals were written in five to ten minutes in class the day after the activity with form A and B was complete. The following provides analysis on journals for both sections.

Prompt: form C the journal

In 100 words, describe the peer editing process. Describe the peer editing process. Discuss at least two benefits to the writer. Discuss at least two benefits to the peer responder. Discuss any challenges you faced as a responder and/or writer.

Themes for journal responses with Section 1

Benefits for responders/Benefits for writers

Table 4: Perceptions of benefits for responders

Perceptions	Number of instances
1. Helped responder focus on grammar	5
2. Helped responder understand own writing better	1
3. Helped responder to negotiate what the writer is trying to say	2
4. Helped responder share errors with writer	1
5. Responder learned more about others' background or culture	1
Perceptions of benefits for writers	
1. Helped writers focus on grammar	2
2. Helped writers write more slowly and carefully	1
3. Helped writer share errors with responder	3
4. Writers get to share their background or culture with responders	1

Students come from a variety of backgrounds and writing styles, so that makes it difficult for peers to correct their writing mistakes. Responders have difficulty correcting mistakes of writers. They are beginners with writing so they find it difficult to give the writer useful advice on grammar. The writers find it difficult to get their messages across

to others because they are beginners. Writers have trouble slowing down to write more carefully to avoid simple spelling mistakes. The writers have trouble getting into the habit of reading their writing after they finish. They need to read their own writing several times to find the grammar and punctuation mistakes as well as spend more time on self-correction.

Challenges for responders/Challenges for writers

Through analysis of the journal responses in Form C, five perceptions of challenges were given by writers and responders. Responders found two challenges for the activity. First, there were two instances where they felt their grammar was too weak to help writers. Second, there were two instances where they found that differences in students' background or culture made it difficult to correct the writers.

Three challenges for the writers were noted also. First, there were two instances explained where they felt their writing was too weak to get message across to others. Secondly, one instance was given where the responder was giving incorrect suggestions too often. Third, there were two instances where writers needed to read their own writing more times to avoid simple mistakes.

Section 1 Form C journal responses

Writer 1.1

There are two things that my partner helped me with. The first one is I should not write very fast because some of my mistakes were spelling mistakes, and some of them were words with missing letters, so I understood that I should write carefully and pay attention to what I have written. Also, another thing I should do after I finish any journal which is I should read it directly after I finish. Also, there two things my partner should take care of. First, he should read his essay more than one time, and try to change some grammar mistakes. For example, he always writes his sentences in past progressive form. He should take care of that.

Writer 1.2

I think it is good to share with my classmate the error what every think it is, and also it could give a new knowledge or something you forgot. The benefits to the writer, first, to learn how to make his writing close to the reader and to make the reader understand what his write. The benefits to the responder is understanding what the writer what to say and correct him if he has error.

Writer1.3

Since my English is not my first language, the editing process was harder than I thought. In addition, our expression is totally different as an Arabs and that's what is going to make this process much harder. However, the last process editing did not help me as it supposed to because basically it was depends on what I should say a biggener in writing in English. On the other hand, and as a responder, I think I was able to catch some mistakes for some reasons. It could be because the writer forgot some letters or because it was any easy and clear mistakes.

Writer 1.4

When I read my partner paper I got lot advantages, first I started understand how to use some sentences when I write something and that is helpful to describe my ideas. Second, I knew some new vocabulary that I should know, and how to use these vocabulary. However, when I like writing about something that I know because I could say my idea with relaxing and comfortable. In addition, the reader can understand me or my personality very well because I always write about some cases that happened in my own life. I think the hardest challenge when some read for some writer is that the different of each other culture because the reader will can't understand writer's ideas very well.

Writer1.5

The process was all about reading others papers and trying to correct the way of describing things that they used and/or the metaphors used in their writings. This comes with two benefits:

- 1 We get to know other people's cultures, because it's reflected in their language.
- 2 We get to know better suggestions to the way of our writings if there's any.

It was challenging, because in any way Arabic has a 13 tenses and everything is going to look just fine. While English has only 3 tenses, so I'm sure this will be a problem, however, I don't know how to put things exactly as they suppose to be written and still don't know how to write essays yet and I also don't know much about the American metaphors.

Writer 1.6

Peer editing process was really an interesting and informative activity. I heard about peer editing process for the first time ever in my life. There are a lot of benefits to the writer by experiencing peer editing process, but I will mention two of them. First of all, writer comes to know what mistakes he has done in writing the journal and second he comes to know that how the responder or the checker checks the mistakes and writer gets a vague idea regarding the difference between his and checkers writing skills. Peer responder can understand the writer's idea and way of writing and use of language. Peer responder can also get information from writers material.

I faced a problem; that, what I wrote was right in some places but responder marked it as wrong which created a suspicion in my mind and I just jumbled the right and wrong sentences. Otherwise it was a wonderful activity to perform and learn about.

Themes for journal responses with Section 2

Table 5 Perceptions of benefits for responders/benefits for writers

Benefits for responders

Perceptions	Number of instances
1. Helped responder focus on grammar	3
2. Helped responders understand their own writing better	4
3. Helped responder to read carefully for corrections	3
4. Helped responder to learn to be more encouraging to memorize skills	1
Perceptions of benefits for writers	
1. Helped writers focus on grammar	5
2. Helped writers write more clearly	2
3. Helped writers to get positive feedback	2
4. Helped writer to learn to be more encouraging to memorize skills	1

Several benefits were provided by the journal responses in Section 2. An overwhelmingly high percentage of instances were written about the increased focus on grammar for both responders and writers. This was three for responders and five for writers. This theme was noted as the most important benefit in both sections' responses. In the benefits for responders, four instances were written about understanding their own

writing better as a result of the activity. A higher number of benefits and positive feedback were written than challenges and negative feedback throughout both sections.

Challenges for responders and writers

Through analysis of the journal responses for Section 2, four perceptions of challenges were given by writers and responders. Responders found two challenges for the activity. First, there were three instances where they felt that it was hard to find mistakes in writers' essays. Second, there were two instances where they felt they were beginners in grammar and in this activity, so they need to learn a lot more and have more experience.

Two challenges for the writers were noted also. First, there were three instances explained where they felt they did not understand corrections provided by their peers. Secondly, two instances were given where the writer explained that grammar and punctuation was difficult. The most difficult challenge for responders was finding mistakes in peers' writing; for writers they did not understand the corrections provided by peers.

Section 2 form C journal responses

Writer 2.1

The writer was taken about censorship in U.S. He want to make censorship more stronger especially in that stuff related to children and their life. He talk about sexual stuff in TV. Internet and books or its related. As a responder I learn how to protect my children against anything it may be affected on their life, In addition, some violent stuff I thought it good to spend time on violent movies or game, but it affected negatively on children. In my opinion, I think the activity was helpful, we encourage each other to be able to memorize together in future.

Writer 2.2

The first benefits for the writer was writing clearly. Also, I think I have good practice for learning grammar. However, the benefits for the responder, I learned something new which is how can I read carefully for correctly. Finally, the challenges for this activity was too difficult for me because I still don't understand how to correction for essay.

Writer 2.3

This activities help writer to find grammar mistake. Writers tend to concentrate to contents of topic and cannot pay attention such grammar as article. Another benefits a writer can confirm whether his sentence make sense to reader or not by getting feedback.

For responder the activity contributes to improving his reading skill. To find grammatical error at least he have to read whole paper counting more than 800 words.

Writer 2.4

The first benefit of the responder is identify the mistakes, get the experience to fix the grammar and revising. The benefits to the writer is know the mistakes and fix them, and write carefully in future.

Writer 2.5

They are many benefits for me. First, I learned how to find my friends paper mistake. Next, I saw the other paper, how he think and his strategy. Moreover, I got the responder from him and I learned how to fix my mistake. Furthermore, as writer I learned how to be flexible with my paper. Also, how to be sure this wrong or not. This is first time I did the activity. I learned a lot from it. Thank you.

Writer 2.6

First I look over writer's essay finding the grammar mistakes. Write them down and then show them to the writer. It's an interesting experience of my become I never did this before especially edit on a foreigner essay. Secondly, when I edit other's essay, it's a reflection of my own. Since this activity I will avoid the mistakes when happened on other's essay don't happen on mine. Both of us are foreigners so we don't have a trustable grammar knowledge it would cause a further misunderstanding on both of us.

Writer 2.7

The activity that we had last week which each one of us read other's essay was very helpful. Me as a responder I learned about his topic, ideas and a lot. His topic was general and he focused on specific things that he think should be. The challenges that I

faced as a responder on his essay was a punctuation and grammar. He missed punctuation in some sentences and he put some commas at the end of each sentence.

Writer 2.8

In fact, it was a good activity to do in class because it showed us how to think and showed us their ideas. Ibrahim's paper was a good one, but he has some grammar mistakes. Also, it has letters missing. In general his essay has a good subject which is about fast food and the damage of it. He explained that the number of calories in fast food and how it impacts on the body.

Writer 2.9

Actually I forgot what he wrote about, but I think I helped him with the grammar. Some of the words were misspelled. And I helped him with that too. The challenges that I faced were about the grammar because I need help with that too. I was trying as I could to help him find the mistakes and fix them.

Writer 2.10

I think this activity was good but the problem is we have to learn more so we can do this activity. As a writer I do my best to write and the benefits are good for us to know how to write, also, to let us learn good grammar. But about the responders this is hard to remember what they write. So, I don't remember my friend what he wrote.

Writer 2.11 –no journal

Writer 2.12

I read the essay of my friend, and the benefits are I learned about gun control and what are bad things about gun control. Also, I learned the history of guns in the United States. The most helpful was learning about gun control. The peer responder is the writer used the history of guns and how it affects people and how it makes people sad when they hear about people who are killed by guns. I think the most difficult is the grammar, because we are not native speakers and that our second language. We do not know is right.

Chapter 4

Discussion and Reflection

Chapter 4 is a discussion of the findings of the present study and the four assumptions from Chapter 1. This chapter closes with a reflection on training peer responders for content and grammar feedback.

Revisiting the assumptions

In qualitative research or mixed-methods research, TESOL asks researchers to disclose their assumptions about their subjects, the subjects' cultures, and their own histories as language learners and teachers, which I did in the Preface and in Chapter 1. Upon completion of the research, I am now rethinking my original assumptions and disclosing what I have discovered through this project, as TESOL asks us to do here on their website. I will address these throughout my reflections on the assumptions I made prior to collecting data.

Qualitative data: Learner Journals (N=17)

Assumption 1: The researcher will be able to teach a peer editing technique that multilingual writers and responders find valuable.

Researchers and teachers of multilingual writers should make it a goal not to essentialize cultures represented in the participants. We take this to mean that we cannot generalize about any group based on a small amount of data collected in action research. The findings are not generalizable to other classes or populations. As a researcher and

temporary teacher of the English 112 class used in the present study, I came to them with the experience of interning in English 112 one year earlier where there were 30 students and eight interns taught by the thesis chair (Reeves). I had also taught in Korea for over three years and in China for two, so I had some ideas about Asian students which may have affected my teaching, data collection, and analysis. However, I maintained a positive attitude towards all the nationalities in the classes, despite the number of errors I found in their papers. Every student should have equal opportunities in classrooms. For example, in the present study, writers were given voice because they had an opportunity to express their personal opinions about the peer editing process benefits and challenges.

My perspectives did, however, change during the course of the research and these changes shaped the data gathered. As I learned more about the students through interaction, I could better understand their abilities, backgrounds, and motivation. The introduction of the activity in the English 112 class will benefit the community of multilingual writers and provide teachers with a useful activity to decrease the number of errors in their essays. As a result of the guided peer editing activity with forms A and B, eighteen writers and responders gained positive feedback and valuable insights into a method that may improve their writing. Seventeen journal responses indicated that the activity had considerable benefits and value. Initially, the researcher/teacher used final drafts of comparison and argumentative essays from two sections to prepare for the editing activity. Writers had to pair up and read each others' essays for an understanding of the content. They completed some of form A on essay content. Next, they moved on to completing the main editing activity with form B. This form allowed a responder to fill in the identified errors in their partner's essay along with suggestions for the writer to fix

those errors. Lastly, form C was used as a journal write that reflected on the guided peer editing activity. The writers explained the benefits and challenges of this activity; also the usefulness of it. The conclusion was noted as highly valuable; especially concerning an increase in focus on grammar. This first assumption was correct for the present study because the responses on the reflective journals explained a higher number of benefits.

Error identification

Assumption 2: Responders will be able to identify many of the local errors in grammar and mechanics when they provide feedback for their peers.

I was clearly wrong to make this assumption. Due to time constraints and unfamiliarity with the activity, writers did not identify most of the errors in the essays. It is fair to say that a reasonable number of errors were discovered and corrected by the writers for the overall improvement of their compositions. Local errors were discovered at a high rate given the short time of the class periods. Both global and local grammatical errors were discovered and corrected in many of the essays.

Response to peer suggestions

Assumption 3: The writers themselves will consider the corrective feedback from peers and will be able to decide if correction is needed based on feedback to a limited degree.

The writers in both sections did effectively evaluate the feedback provided by the responders. The assumption was met to a limited degree. Time constraints did play a role in the number of suggestions of feedback that could be evaluated for use in the essays. In each form B handout, corrections were given by a responder and mistakes and errors

were corrected according to the writers' knowledge of grammatically correct sentences. In Section 1, writers accepted more suggestions for corrections than Section 2. Section 1 may have had stronger ability in grammar and identifying mistakes. I noticed in Section 2 that many suggestions were rejected by the writers and they were correct in their analysis of the suggestions. Many of those suggestions were stylistic choice suggestions, but were found by the instructor as not grammatically incorrect. To return back to a point explained earlier, writers should have more experiences with this type of activity. Writers should have more experience observing and evaluating feedback from peers and the instructor for this assumption to take shape.

Difficulty of editing task

Assumption 4: Writers and responders will have some difficulty with this activity until they become more experienced with the process.

This fourth assumption was true for the writers and responders. The peer response process takes time to acquire an increase in skills among students. Moreover, students need to focus on focus on particular grammar points for each activity. For instance, global errors or local errors that have patterns of difficulty in the class can be focused on individually in different activities. Instances of mistakes can be overlooked and excluded from the peer editing activities for grammar because students can practice more self-correction to address them. The guided peer editing can be increasingly less guided as writers become more independent and autonomous. As writers familiarize with this type of activity, they may overcome apprehension in writing and maximize the benefits present (Reeves, 1997). Daily writing and an increase in activities that focus on grammar

and error correction will increase the writing skills of writers. This daily writing can strongly increase fluency as well as decrease apprehension (Reeves, 1997).

Further, writers and responders were slow to complete Form A and B of the activity, but they showed enthusiasm and effort. To illustrate this, it is important to note that both sections followed the instructions and asked questions when misunderstandings had occurred. In form C, the challenges of the activity were described that gave insights into concerns over difficulty. For instance, some students felt that they were beginners and their grammar understanding was too weak. Others explained that peer responders had difficulty in providing adequate suggestions for changes in their essays. It is fair to conclude that this assumption was true and students did have difficulty with this process.

Training Peer Responders for Content and Grammar Feedback

Overall, the activity in the present study has great potential for helping writers, but training the students should be a key focus when implementing this in the future. There were large disparities in the number of errors discovered by peer responders and the total number of errors the instructor found. A general pattern was overcorrection by the writers' peers, and this is something teachers want to avoid because it may cause apprehension (Reeves, 1997). Peer responders were also not familiar enough with the activity. Considering improvement in effectiveness, this could be taught in three class periods rather than just one.

In weeks three, six, and nine of an 11-week quarter, peer response activities can be included in the curriculum. Students should be trained on how to complete a peer response activity for both content and grammar. On week three for the first class period,

an instructor may train students with a piece of writing from students or an outside source. Together as a class, students may help the instructor with the corrections of the grammar in the writing as well as discussion of the content of the writing. The instructor may use minimal or modified minimal marking to address errors on the sample writing. Explanations of the grammar codes may be provided to students so they understand what each type of error is. For instance, punctuation errors, comma errors, usage errors, omission errors, and verb errors can be explained with letter coding. Clear directions on the peer response activity should be explained and the point of having recursiveness with their writing should also be explained. After completing the training for peer response with grammar, content will be the focus for week six in the quarter.

In week six, a class period can be used for the teaching of peer editing for content. When draft two is complete, writers will go through the peer editing process to check writers' understanding of content in writing. Students should read each other's writing to see if they met the requirements for content. A form can be completed that addresses specific criteria for content.

Lastly, on week nine students can complete their final peer editing activity with a focus on grammar. As instructed in the training period, they will correct final drafts of students' writing to allow students a last chance of editing for their final completed draft. When given their grade, it may be written as the final draft grade over rough draft grade to show the difference in their drafts. In conclusion, this three class period process for peer editing will be more beneficial to students because the expectation is that students will identify and correct a significantly higher number of errors than in the present study with only one class period. The data suggests that instructors should focus on the specific

patterns of errors that most frequently occur across both sections. It is important to focus on the specific grammatical points because there is limited classroom time and errors are more important to address than mistakes. Mistakes are performance based and can be self-corrected, and errors are competency based and need outside instruction to address. In Chapter 3, usage errors and whole sentence revision errors were the most common patterns of errors. Examples of usage errors are incorrect preposition use or wrong uses of phrases and clauses. Examples of revision errors are sentences with an overload of syntax errors or sentences with a high combination of some or all errors from the tables with the categories of errors.

Chapter 5

Conclusion: Research Questions, Limitations, Recommendations, and Final Reflections

In this chapter, I will answer the research questions based on the findings, consider limitations of the present study, make recommendations for future researchers, and offer final reflections on what I learned from conducting this research.

Research Questions Answered

The purpose of this qualitative quasi-experimental case study was to introduce a guided peer editing activity in a composition class for multilingual writers in order to answer the following research questions.

1) How do multilingual writers respond to being taught a peer editing activity and to identify errors in final drafts of their own and peers' compositions and what were the noted challenges?

All 17 writers who wrote the journals found the editing activity beneficial, but challenging. In discussion with the thesis chair, we posited reasons why it was challenging beyond the reasons they stated—new experience, limited grammar and punctuation knowledge, unable to understand peers' suggestions, perception of difficulty of grammar application, difficulty of locating and correcting mistakes in peers' writing, lack of confidence in their own ability to help other multilingual writers, differences in students' backgrounds and cultures, lack of confidence in the responder's feedback, and writers need to read and edit their own work before giving it to a peer—they need to avoid careless mistakes that might annoy peer responders. Even though only one writer wanted peers to take more responsibility for carelessness in the drafting, it is noteworthy that this point of view is consistent with my view that English teachers need to help

writers become autonomous by engaging in minimal marking recommended by Haswell (1984) and Reeves (1997), for example. On the other hand, it is true that there could be cross-linguistic misunderstanding, so, for example, a Saudi peer responding to a Japanese student's draft may think the Japanese student was careless in leaving out articles when in fact the Japanese writer honestly does not know when and where to place articles.

Teachers must be very sensitive to such misunderstandings and provide some basic lessons about how each language is different and each writer has different challenges, encouraging those who do understand articles to be patient and informative about when and why to use them. In this way, collaboration can be encouraged.

A Saudi professor, Nada AbiSamra (2003), of the University of Beirut writes, "Most of the errors are caused by an over-application of L2. We do need to incite our students to speak English at home and with their friends in order to reduce the number of mistakes due to Negative L1 transfer, but we also need to try to teach more effectively the rules and conventions of writing" (p.). Once the class has experience with error location and correction, the instructor could note the most common errors and teach particular rules and conventions explicitly, so the next time writers will be able to locate errors more effectively in their own and in peers' drafts.

2) How many errors in mechanics and usage can multilingual peer editors identify and correct in other writers' final drafts of essays?

Through this research, all 18 writers in both sections found a low number of the total errors in mechanics and usage in their peers' essay drafts. Section 1 peer editors found a total of twenty-three errors in the writers' essays. Overall, Section 2 had more difficulty in identifying and correcting errors than Section 1. Section 1 was allowed to

complete the peer editing sheets at home and return them the next day; Section 2 was required to complete the sheets in class. The added time may have contributed to the identification and correction of more errors. The most common errors across the sections were usage and whole sentence revision errors. Errors most commonly identified and corrected in Section 1 were usage and omission errors. In a total of six essays, sixteen errors were identified and corrected properly by responders. Section 2 had mostly spelling errors identified and corrected by peer editors. The twelve essays in Section 2 had a total of nine errors properly identified and corrected. In both sections, writers need a lot more practice in understanding and identifying errors in their own and others' writing, because there was a large difference in the number of errors discovered and corrected by peers and the total number of errors discovered by the primary investigator/instructor. Writers' culture and language experience influence the outcome of what particular errors they can identify and correct. The ability to identify certain errors often depends on the first language of the writer. For example, Russian and Japanese do not have articles, so they may have problems with articles while Saudi students may have problems with syntax because of the influence of Arabic syntax. This is an example of negative transfer in writing.

3) How many of the errors identified by responders do writers perceive as errors and choose to change before submitting their final drafts?

The 18 writers participating in the activity from both sections were provided with suggestions about grammatical changes that could be made in their essays. The six writers in Section 1 accepted 27 of 43 perceived errors identified by peers and chose to make those corrections in their essays before submitting their final drafts. In Section 2,

the twelve writers accepted 27 of 54 errors and corrected them before submitting their final drafts. This suggests that these 12 writers did not fully trust the corrections made by peers. Considering that this is a new activity for them, many students may not have confidence in their peers' suggestions or do not feel their peers had the ability provide the correct forms. We may conclude that writers and responders need more experience with this type of activity for peer editing to be more effective. At the same time, we need to provide responders with a kind of hierarchy of error so that they are trained to ignore lower order errors that do not impede comprehension, such as articles and prepositions among Japanese writers. It would not be time well spent to list all article errors. We would want responders to focus on clarity of meaning and effectiveness of conveying their messages in their essays.

4) What do responders and writers self-report about the benefits of this guided peer editing activity?

All 17 writers who completed journals found a number of benefits for the activity. In Section 1, the benefits for responders include the following: an increase in focus on grammar, understanding their own writing better, better at negotiating what the writer is trying to say, helped to share errors with writers, and learning about other writers' backgrounds or culture. The benefits of writers in section one include: a focus on grammar, learning to write more slowly and carefully, sharing errors with responders, and sharing their background or culture with responders. The highest benefit for responders and writers in section one were a focus on grammar. Grammar is a necessary part of instruction in writing and the activity solidly benefits students to increase their ability of identifying and correcting grammar mistakes.

Additionally, writers in Section 2 described numerous benefits of the activity in their journals, and some of the benefits matched the responses in Section 1. The benefits for responders were as follows: an increase of focus on grammar, understanding their own writing better, read more carefully for corrections, and learn to be more encouraging to memorize skills. The writers' benefits included focusing on grammar, learning to write more clearly, obtaining positive feedback, and learning to be more encouraging to memorize skills. For responders and writers in this section, the most noted points were a focus on grammar and a better understanding of their own writing. All 17 writers showed an appreciation for the focus on grammar and editing. The activity fits a whole language approach to grammar instruction.

Limitations

Though data were collected as convenience samples in two sections of English 112, there was never any intention to make comparisons of the two because the researcher did not control for difficulty of writing task, time allowed for the activities, or setting of the peer editing. These aspects were all determined by the instructors, so the variables were not controlled for. Section 1 could not complete the editing Form B in class due to time constraints, so the instructor allowed them to complete it at home, which probably affected their performance because they found more errors than Section 2, who did the entire activity in class on the same day.

Recommendations for Future Research

Action researchers in the future might consider doing the following to build on the present study by trying to answer these research questions.

1. How will writers respond to the guided peer editing activity when the focus of errors is narrowed to specific local or global errors?
2. How will writers perform in editing when more scaffolding is provided before the activity?
3. What kind of and how much instruction will increase responders' ability to identify and correct a higher percentage of errors in their own writing and in their peers' writing?

Recommendations for Teaching Editing

Instructors in the field of ESL should consider the benefits of the peer editing process in the present study for several reasons. For instance, when teaching editing, teachers can have role reversal as emphasized through the research, and two authors noted the importance of this as a focus for the process approach to writing. It is highly valuable for editing and revising students' writing. Hui-Chin Yeh and Yu-Fen Yang (2011) explain, "Teachers are encouraged to plan their teaching based on students' needs from the student-centered perspectives. Of the many teacher training programs, teacher-student role reversal is regarded as one of the most effective avenues to help teachers identify students' learning difficulties and further provide adaptive instruction" (p. 351). The prospective teachers experience is an exceptional model to help understand the challenges that students are faced with in writing. When they play the role of a student it provides a new understanding in revision processes and editing. Teachers should gain an

understanding of their students in all composition classes. Specifically, ESL writers need opportunities for feedback in more than just one way. Through teacher directed scaffolding and peer editing, writers can progress to increasingly higher levels of competency. Peer editing fits a student-centered approach that should be employed in every classroom.

Final Reflections

The action research in this present study suggests positive outcomes for guided peer editing at the college level for a number of reasons. Initially, the activity has writers focus on grammar, which is a key part of their English language acquisition and academic discourse. A high level of grammar competence among writers will provide greater freedom in sentence constructions, writing organization, rhetorical choices in writing, and will allow them to become stronger writers in general. Having the ability to identify and correct mistakes given by peers will improve the grammar of students. Instruction should focus on patterns of error that the majority of writers make, and this can influence grammar lessons. Instructors can focus on errors such as usage errors, punctuation errors, verb form errors and other kinds of errors. More experiences with this type of activity in multilingual classrooms can provide students with numerous benefits. Benefits for responders in Section 1 were as follows: focus on grammar, understanding their own writing better, negotiating what the writer is trying to say, responder can share errors with the writer, and can learn about others' background or culture. Writers found the benefits as a focus on grammar and learning to write more slowly and carefully.

Additionally, in Section 2 many benefits were given. For example, a high number of instances were written on having an increase in focus on grammar for the activity.

Other benefits were written as follows: helped responders understand their own writing better, helped responders to read carefully for corrections, and helped them to learn to be more encouraging to writers to memorize skills. Also, writers benefit from a focus on grammar rather than only content. It helped writers write more clearly, and the activity provided positive feedback. All in all, student responses were positive for benefits across both classes and challenges can be addressed with more time spent on scaffolding, training, and instruction with the activity. The present study combined with the review of literature on the use of peer editing support having this activity in all multilingual composition classrooms; also it should be included in many other types of composition curriculums as well.

references

- AbiSamra, N. (2003). An analysis of errors in Arabic speakers' English writings. *American University of Beirut*. Retrieved from <http://abisamra03.tripod.com/nada/languageacq-erroranalysis.html>
- Almeida, T. (2002). The use of chat in EFL/ESL, *Education resources information center. TESL-EJ* 7(1). Retrieved from <http://tesl-ej.org/ej25/int.html>
- Andre, J. (2011). *Negotiating meaning in written response to ELL writers at the college level: avoiding appropriation, encouraging a sense of ownership, and acting as cultural brokers to help students "remind [themselves] of audience."* Master's thesis, Eastern Washington University, Cheney, WA.
- Berbache, S. (2007). Improving EFL students' writing through trained peer review (Doctoral dissertation). Retrieved from <http://bu.umc.edu.dz/theses/anglais/BER100039.pdf>
- Berg, C. (1997). The effects of trained peer response on writing quality, revision strategies, and peer talk about ESL texts. (University of Pennsylvania, 1997). UMI, 9800843.
- Brathewaite, S. (2009). The efficacy of peer review in a university-level ESL writing class. *The University of Alabama Electronic Theses and Dissertations*. Retrieved from <http://purl.lib.ua.edu/49>
- Cha, Y. (2008). Effects of online peer feedback using CMC instruments. *English Teaching*, 64(4), 1-24. Retrieved from <http://scholar.dkyobobook.co.kr>
- Cluett, L. (2010). Online social networking for outreach, engagement and community: The UWA Students' Facebook page. *Educating for sustainability. Proceedings of the 19th Annual Teaching Learning Forum*, 28-29. Retrieved from <http://otl.curtin.edu.au/tlf/tlf2010/refereed/cluett.html>
- Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications, Incorporated.
- Diimmel, N. (2005). *Creating spaces for ESL writers' response using an online educational platform in a sustained content ESL college composition class*. Master's thesis, Eastern Washington University, Cheney, WA.
- Ekş1, G. (2012). Peer review versus teacher feedback in process writing: How effective? *International Journal Of Applied Educational Studies*, 13(1), 33-48.

- Gudykunst, W & Nishida, T. (1994). *Bridging Japanese/North American Differences*. Thousand Oaks, London, New Delhi: Sage Publications.
- Haswell, R. (1983). Minimal Marking. *College English*. 45(6) 600-604.
- Hirose, K. (n.d.). Cooperative learning in English writing instruction through peer feedback. Retrieved from http://jasce.jp/conf0507prog_e.html.
- Hyland, F. F. (2000). ESL writers and feedback: giving more autonomy to students. *Language Teaching Research*, 4(1), 33-54.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. New York, NY: Pergamon Institute of English.
- Lampe, C., Whon, D., Vitak, J. (2011). Student use of Facebook for organizing collaborative classroom activities. *International Society of Learning Sciences, Inc.* 1- 27. Retrieved from <http://www.msu.edu/~nellison/>
- Levine, A., Oded, B., Conner, U., & Ason, I. (2002). Variation in EFL-ESL Peer Response. *TESL-EJ* 6(3) 1-18. Retrieved from <http://tesl-ej.org/ej23/a1.html>
- McCarthy, J. (2010). Blended learning environments: Using social networking sites to enhance the first year experience. *Australian Journal of Educational Technology*. 26(6) 729-740. Retrieved from <http://www.mendeley.com/research/>
- Melior MD. Yunus., Hadi, S., Choo, H-S., Jessica Y., Lisa K. (2011). Using Facebook Groups in teaching ESL writing. 75-80. Retrieved from <http://www.wseas.us/e-library/conferences/2011/>
- Murcia, M. (Ed). (2001). *Teaching English as a second or foreign language*. Boston: Heinle, Cengage Learning.
- Naumoska, B. (2009). Using writing in L2 acquisition-peer review in the ESL writing class. *British Council*.
- Nelson, G., Murphy, J. (1993). Peer response groups: Do L2 writers use peer comments in revising their drafts? *TESOL Quarterly*. 27(1) 135-141.
- Paulson, E., Alexander, J., Armstrong, S. (2007). Peer review re-viewed: Investigating the juxtaposition of composition students' eye movements and peer-review processes. *Research in the Teaching of English*. 41(3) 304—335. Retrieved from <http://www.jstor.org/stable/40171733> .
- Reeves, L. (1997). Minimizing writing apprehension in the learner-centered classroom. *English journal*, 38-45.

- Riel, M. (2010). *Understanding action research, center for collaborative action research*. Pepperdine University. Retrieved from <http://cadres.pepperdine.edu/ccar/define.html>.
- Shih, R-C. (2011). Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blended learning. *Australasian Journal of Educational Technology*. 27(5), 829-845. Retrieved from <http://www.ascilite.org.au/ajet/ajet27/shih.html>
- Soares, C.J. (2004). Peer review methods for ESL writing improvement. *Online Submission*. Retrieved from <http://web.ebscohost.com.ezproxy.library.ewu.edu>
- StatPac Inc.* (2013). Retrieved from <http://www.statpac.com/surveys/sampling.htm>
- Sultana, A. (2009). Peer correction in ESL classrooms. *BRAC University Journal*, 6(1). 11-19. Retrieved from <http://dspace.bracu.ac.bd/bitstream/handle/>
- Tsuchiya, K (2008). *English language learners' perspectives about the use of computer-mediated communication outside the classroom*. Master's thesis, Eastern Washington University, Cheney, WA.
- Wang, Q. (2008). A generic model for guiding the integration of ICT into teaching and learning. innovations in education and teaching international. *Taylor and Francis Online*, 45(4). Retrieved from <http://www.tandfonline.com/doi/abs/>
- Warnock, S. (2009) *Teaching Writing Online How and Why*. Illinois:NCTE.
- Warschauer,M., Shetzer,H., Meloni,C. (2000). *Internet for English Teaching*. Virginia.TESOL, Inc.
- Whittemore, A (2009). *Computer-Mediated Communication and Student Discourse: Asynchronous Communication as a Pre-Speaking Discourse*. Master's thesis, Eastern Washington University, Cheney, WA.
- Wilson, R. (2000). A summary of Stephen Krashen's "Principles and Practice in Second Language Acquisition." Retrieved from: <http://www.languageimpact.com/articles/rw/krashenbk.htm>
- Witbeck, M. (1976). Peer correction procedures for intermediate and advanced ESL composition lessons. *TESOL Quarterly*. 10(3) 321-326.

- Yao, C., & Cao, H. (2012). How peer review affects Chinese college students' English writing abilities. *Theory and Practice in Language Studies*, 2(3) 554-559. doi: 10.4304/tpls.2.3.554-559.
- Yeh, H., & Yang, Y. (2011). Prospective teachers' insights towards scaffolding students' writing processes through teacher–student role reversal in an online system. *Educational Technology Research and Development*, 59(3) 351 – 368. ISSN: 1042-1629 DOI: 10.1007/s11423-010-9170-5
- Yeh, S-W., Lo, J-J. (2008). Using online annotations to support error correction and corrective feedback, *Computer and Education, Science Direct*, 52(4), 882-892. Retrieved from <http://www.mendeley.com/research/using-online-annotations-to-support-error-correction-and-corrective-feedback/>
- Zheng, C. (2007). A study of peer error feedback. *US-China Foreign Language*, 5(4), 25-29.

Appendix A

Consent form



Department of English
 Eastern Washington University
 250 Patterson Hall
 Cheney, WA 99004-2429

Peer Editing in Composition for Multilingual Writers at the College Level Consent Form

You are being asked to participate in a research project conducted by:

Principal Investigator Ben Bertrand , Master of Arts Candidate in English 3109 South Skipworth Road Spokane Valley, WA 99206	Responsible Project Investigator Dr. LaVona Reeves, MA-TESL Program Director, English Department 158A Reid School Tel: (509) 359-7060 E-mail: lreeves@mail.ewu.edu
---	---

Purpose and Benefits: The purpose of this study is to describe the challenges that ESL writers face at the college level when editing peers' written work. **Procedures:** I am asking you to allow me to include selections from your essays and journals from English 112 in my thesis as well the peer editing sheets.

I will assign you a number, and your **name will not appear** in the thesis.

Risk, Stress or Discomfort: The risks of participating in this study are not expected to exceed those encountered in daily life. Your writing will appear in the thesis only with your permission. Though writing the essays and journals is required for those enrolled in English, you will not be required to submit your work to me for my thesis if you choose not to participate in my thesis project. It is totally voluntary. Your decision not to participate in this study will in no way affect your grade in English 112.

Other Information: Participation in this study is completely voluntary. You may stop participating at any time without penalty. The writing I collect for the thesis will be kept confidential. Your name will not be used in the thesis, but I will give your essay a number, so readers cannot know your name.

If you have any concerns about your rights as a participant in this research or any complaints you wish to make, you may contact Ruth Galm, Human Protections Administrator at Eastern Washington University (509-359-7971/6567) <rgalm@ewu.edu>.

Please return the form whether you are participating or not.

Ben Bertrand
 Primary Investigator's name Primary Investigator's signature Date

Yes, I will participate. The study described above has been explained to me, and I voluntarily consent to participate in this study. I have had an opportunity to ask questions. I am not waiving any of my legal rights by signing this form. I understand I will receive a copy of this consent form after I sign it.		
_____ Student's name printed in English	_____ Student's signature	_____ Date

Dr. LaVona Reeves, Professor
 email: lreeves@ewu.edu voice: (509) 359-7060 fax: (509) 359-4269
 Eastern Washington University is committed to affirmative action and equal opportunity.

Appendix B

Prompt for Section 1 and essays

Essay #2 Cultural Similarities and Differences

Name: _____

Date: _____

Genre: Argumentative/Exposition

Purpose: -To establish a character's actions as admirable.

-To connect your life to the actions of the character in the book.

Organization 5 Paragraphs:

1. Introduction- Tell me which character in the book you found most admirable. Why do you think this character the most admirable? What things does he do in the chapters you've read so far that make him admirable? Be sure you give me at least 1 thing this character has done and answer all of the 5 W questions. Who? What? Where? When? Why? and if necessary how?

Finally, copy the following statement "*Similar to the actions of _____ I have done many admirable things in my own life.*"

2. Body- This is where you give me 3 developed paragraphs about things you have done in your life that can be considered admirable. Be sure you give me all the details of the things you have done, and tell me why this is so admirable? Were your actions required by your culture, religion, or family? Start each paragraph with the following sentences.

3. Conclusion – Here you must tell me what the admirable things you have done have in common with the actions of the character you chose. If you do not think there is anything in common, please be sure to tell me why you think this and do your best to prove it. What makes your actions so different?

Evaluation (20 points Each):

1. Developed a well thought out conclusion _____
2. Answered all questions _____
3. Wrote 3 well-developed paragraphs _____
4. Developed an introductory paragraph by answering 5 W's. _____
5. Wrote at least 500 words _____

Writer 1.1 essay

Essay #2 Cultural Similarities
And Differences

Name: _____
Date: 01/28/2013

Genre: Argumentative/Exposition

1 I found young Dr. Sasaki to be the most admirable person. As a Doctor and as a human
2 being he was not only helping the people after the devastating destruction of atomic
3 explosion, even he was devoted to his work and helped the humanity up to his best before
4 that nefarious evil, the reason for above statement was this that he even used to work more
5 than his due time but he left that because he may would have been punished for it. His
6 humanistic affiliations and help for the people further strengthened and maximized when
7 the explosion went off. When patients exceeded than his perceptions and his medical
8 materials present, he just lost his mind and started helping people in an unconscious
9 manner. This showed his love for humanity and his care for them, because he could not see
10 anyone dying in front of him.

11 *"Similar to the actions of Dr. Sasaki, I have done many admirable things in my own life. But
12 one of them has a little bit similarity with the character I have chosen.*

13 I have done some actions which were trivial for me, but those actions were having a great
14 meaning for whom those actions were sought out or done, and those actions were
15 admirable too because I got Governmental recognition too, which I still think were just
16 common things. First of all when there was an earth quake in Ziarat on 28th of October 2008,
17 it was no less than the atomic explosion in Japan. I prepared a group of boys to go to Ziarat
18 and help those trouble trodden people at the valley of Ziarat, and we made a bunch of boys
19 and went to Ziarat and it was cold days of october. The people of Ziarat were having no
20 hope to live, as their homes were drastically destroyed by the horrifying earth quake. They
21 lost the meaning to live for, and they lost their homes and loving parents along with some of
22 them lost their siblings forever. All I did were because of the humanitarian feelings that
23 everyone had in his or her serf. What I think regarding religion is this that "Humanity is the
24 biggest religion, and Islam is totally based on humanitarian perspective". Now we can also
25 say that "Islam was the reason which pushed me to help the humanity". We went to Ziarat
26 and helped out those troubled people who were alive and provided clean water, carts, and
27 fresh food to them, those materials did no good to them but still they may would have got a
28 little bit hope of life from those stuff I hope so.

29 Secondly I worked voluntarily in my provincial library in Pakistan, and helped people out in
30 searching books, maintained the order of the books and cleaned it myself. It soothed me a
31 lot. I enjoyed doing that for one and a half year. My philosophy regarding books is the same
32 as for human beings, books are also living they also need care and they also breath. This was
33 my own action; no one made me to go for this work.

34 In the end I will say that I have one thing in common with the Dr. Sasaki. Both of us
35 helped humanity when they were in a dire need for it. He helped those who were trashed
36 and smashed by human beings but the one I helped were destroyed by nature.. otherwise
37 both of us did humanitarian work.

Writer 1.3 essay

Essay #3

688 words

1 When I read a Hiroshima book, there were six characters in the book that I found. One
2 of these characters who I think most admirable is Mrs. Nakamura. I believe that Mrs. Nakamura
3 is pretty good mother because she has three children (two girls and a boy), and she is doing
4 very hard to let them safe. When she listened to the radio, she heard that there are some
5 dangers in her city then she took her kids then leave to morality area because she wanted her
6 children to be safe. I think that Mrs. Nakamura is very great mother because I think there are
7 some mothers will not do like what she have done. She was walking to other place with her
8 children, and that was hard for them. Similar to the actions of Mrs. Nakamura, I have done
9 many admirable things in my own life.

10 First, one thing that is admirable, and I have done it in my own life is my grade in high
11 school. My grade in first year of high school was bad because the math and English were hard
12 for me. It was in 2009, in Riyadh city. After I see my final grade in the math and English, I
13 decided that I will get 100% in the second and third years. I was studying all the time when I
14 was in second year of high school because my dream is that to get 100% in the math and
15 English. After that I got my grades and I got full points in English and math, and I was very
16 happy because I wasn't playing with my family, and I spent all my time to just study and study.

17 Secondly, other thing that is admirable, and I have done it in my life is that I was helping
18 my family a lot when my father divorced my mother. My father divorced my mother in 2008
19 because they started disagree in most of things. After that I and my brothers felt that is we
20 have hard life because we don't have mother. I was doing hard to help my family to don't feel
21 that there is no mother in our house. I was waking my brothers up, go shopping, teaching my
22 brothers, and sometimes cleaning. I'm not only the person of my family who do these things,
23 but also my brothers were helping me a lot. After that we felt that we are a good family and we
24 can live our life like other people.

25 Third, last thing that is admirable, and I done it in my own life is that I typed my father's
26 book. My father is an author and writer, and he has until now more than ten books. He wrote
27 about the history in Saudi Arabia, and some problems that happened in that past. In 2003, my
28 father was writing his books by his hand because he hadn't a computer. After that my father
29 bought a computer, and I asked him to type his books in the computer because I think that is
30 good for him. I finished typing three books in three months, and he was very happy and he was

Appendix C

Prompt and essays for Section 2

Argumentative Research Essay

For this unit you will pick an arguable topic in your field of study. If you have a hard time finding a topic, please contact a professor in your department and ask them for a suggestion.

In this unit you will:

- Investigate a topic.
- Collect, generate, and evaluate evidence of that topic.
- Establish a position on the topic in a concise manner.
- Follow the basic structure and outline of an argumentative essay.
- Find texts related to this question or topic that can be analyzed. You could analyze articles, films, news programs, websites—anything that you think might help you learn more about your topic. A minimum of 7 sources is required. 1 source must be from a peer-reviewed journal.

Successful essays will:

1. Offer a unique thesis based upon the analysis that you've conducted.
2. Use research and credible scholarly evidence to support a unique argument.
3. Include a clear central claim (or thesis) that states your position on the topic at hand.
4. Support the central claim with reasons and evidence.
5. Consider and respond to the plausible reactions to your argument in your essay.
6. Raise questions for further study on this topic.
7. Include proper documentation of all outside sources
8. Minimum of 5 pages in MLA FORMAT.

Please consider these additional questions:

- Have you established a clear context for your argument?
- Is your argument significant? That is, have you established that your topic, and your position on it, contributes to an ongoing academic conversation to your field of choice?
- Are your premises and claims supported by credible reasons and academic evidence?
- Did you establish a clear thesis and provide a roadmap for your readers so they can easily follow your argument?

Writer 2.3 essay

ENG112

Air Pollution

1 Harvard School of Public Health recently came up with the data that
2 approximately 4% of all deaths in the United States are caused by air pollution. This has
3 become a big concern for countries around the world and many people and activists are
4 trying to make the situation better by regulating green house gas emissions. This essay is
5 going to cover the reasons why air pollution exists and the history behind it, also about
6 the affects of air pollution and methods to reduce the affects of air pollution as well.

7 Air pollution was first known in the Middle Ages. People from the middle ages
8 were using wood to make iron. From the iron they made their weapons, utensils, armor
9 and many other things. People from the Middle Ages ran out of firewood, so they started
10 to use coal. Coal was better for them because it lasts longer and does not require a lot of
11 effort. Michael Treshow, explains in his book, *Air Pollution and Plant Life*, "As coal
12 gradually replaced wood, pollution became a critical environmental hazard" (4). Coal
13 was worse for the air because it has more carbon monoxide. After using coal in Europe in
14 the Middle Ages many plants there died and most flowers did not bloom.

15 After that, Europeans used trains to move to different places. Those trains were
16 powered by coal. They burned a lot of coal as never before to make the trains work.

17 When the steam engine was invented by James Watt, coal was burned for many different
18 reasons using the steam engine technology by Watt. The main invention was the
19 locomotive steam engine. Many birds that lived close to the railroads moved or died
20 because of the air pollution in the area. Author Robert Phalen describes in his text called
21 *Air Pollution Science*,

22 By the time of the industrial revolution, which was marked by the
23 introduction of steam-powered machinery in the mid 1800's, the
24 linkages between severe air pollution and various human diseases
25 had been recognized. Coal and oil-fired boilers not only ran power
26 plants, ships, factories, locomotives, but they also emitted large
27 quantities of smoke that contained ash, partially burned fuel solids,
28 sulfur, oxides of nitrogen, and a variety of gases and vapors.(5)
29

This industrial revolution began in 1750 to 1850 in Europe and America where people began to build factories and automobiles using the new technology (5). During this time, air pollution became a serious problem. This was when a lot of people, animals, plants and birds died because of air pollution. Treshow also writes, "It was not until after December, 1952, when 4000 people died in London in a few days, that real gains in control emerged. Federal air pollution legislation was introduced in the United States by 1955, and in England only a year later" (5).

Not only was the industrial revolution a big impact on the environment from air pollution, but the new policies made afterward were important as well. Many people in these big cities in the world during the industrial revolution started to notice the environment changing. These were brought up in federal governments. One place where policies were made to help reduce the negative impacts of air pollution was Great Britain. Robert Phalen declares "they introduced what could have been their first Public Health Act in 1848. This was followed by other attempts to control air pollution emissions" (5). However, during this time in history people were more excited with the new technology and way of life to care too much about the environment. Also more coal would burn during the winter when people needed to keep their houses warm. After people started dying in large numbers, more attention was paid to the issue. In London of 1952, four days went by where several thousand people died of pollution-related diseases.(6) It is said the smog was so thick that cars in traffic had a hard time and people walking sometimes lost their way. So as we can see air pollution has affected many people in the past and caused a lot of people, plants, and animals to become sick because the problem was ignored.

Air pollution became a life threatening danger in the last hundred years. There are many environmental issues happening in our planet during this time. The biggest problem is air pollution is affected by the ozone layer in which there is a big hole. The ozone layer is a layer in Earth's atmosphere containing relatively high concentrations of ozone (O₃). However, it is relatively high in the case of ozone but still very small with regard to ordinary oxygen, and is less than 10 parts per million, with the average ozone concentration in Earth's atmosphere being only about 0.6 parts per million. (Phalen6) The ozone layer is mainly located in the lower portion of the stratosphere from approximately

20 to 30 kilometers (12 to 19 mi) above Earth, though the thickness varies seasonally and geographically. (Phalen6)

Authors S. Brönnimann, C. Vogler, J. Staehelin, R. Stolarski and G. Hansen acknowledges in their book called *Total Ozone Observations During the Past 80 Years*, “the ozone layer was discovered in 1913 by the French physicists Charles Fabry and Henri Buisson. Its properties were explored in detail by the British meteorologist G. M. B. Dobson, who developed a simple spectrophotometer (the Dobsonmeter) that could be used to measure stratospheric ozone from the ground. Between 1928 and 1958 Dobson established a worldwide network of ozone monitoring stations, which continue to operate to this day” (11). The “Dobson unit”, a convenient measure of the columnar density of ozone overhead, is named in his honor.

The ozone layer absorbs 97–99% of the Sun's medium-frequency ultraviolet light (from about 200 nm to 315 nm wavelength), which potentially damages exposed life forms on Earth. Daniel D. John and Oliver S said in their book *Management for a Sustainable Future*, “Many plants and animals could become extinct because of the rapid change in temperature. Although species can adapt to climate change, the problem with human induced change is that it occurs much faster than natural change that has occurred in the past” (510). This means we are in real danger because every year the temperature is going up. Pollutants from man-made by factories and emissions of harmful gases are going to make our life worse. Overall, it is because of physicists Charles Fabry and Henri Buisson that we know about the danger of air pollution and the damages it does to the environment and also to our health. It causes many problems especially with the respiratory system. Besides that, many different animal species are being extinct such as the long-toed salamander (511). There are people and organizations today that have the purpose of protecting our environment by finding alternative energy sources and replanting forests and many other ways to reduce the emission of harmful gases.

There are several ways air pollution can be reduced and these are: finding alternative energy sources, replanting forests, and getting rid of machines and vehicles or other industry that omit harmful toxins into the environment. For the alternative energy

One solution, one good solution would be wind power plants. Wind energy could also be more efficient than the other forms of energy production. Paul Gipe declares in his book *Wind Energy Comes of Age* that “The electricity generated by wind turbines offsets air pollution that otherwise would be generated by conventional power plants” (423). If wind turbines replaced other forms of generating energy, the amount of pollutants in the atmosphere would be significantly reduced. It would also be a good idea to use wind energy instead of other forms of energy such as coal burning, or burning of forests because these types of energy production cause a lot of harm to the environment. “Carbon dioxide released by the combustion of fossil fuels and the burning of tropical forests, accounts for about one-half of the greenhouse effect” (434) says Gipe. The problem clearly lies with the ways in which energy is gathered and could be resolved by simply switching to a clean way to make energy. Burning of anything, whether it is trees or fossil fuels will emit harmful toxins into the atmosphere. With wind energy, nothing is burned and will make almost no impact on the environment because wind turbines use wind to make energy and does not change the environment in any way. Also, with wind energy there will be less people at risk for diseases caused by air pollution. People will be able to live in a cleaner environment and children will have the chance to grow up healthy. Some might oppose wind energy because it takes up too much land that could be used for building houses, but in fact wind turbines can be built in the ocean where lots of wind is present. This leaves land available to those who wish to cultivate it.

Planting new forests is also a way to help reduce harmful gasses put into the atmosphere. Trees need carbon dioxide to live and when the trees use carbon dioxide, it automatically reduces the amount of it in the world. If we could plant more trees, there would be less bad emissions that cause global warming. Plants and trees take carbon dioxide from our atmosphere as well. Jonathan Adams reinforces this idea by stating in his book, *Vegetation- Climate Interaction* that “Since the beginning of photosynthetic life on earth, plants have likely had a big influence on the CO₂ level in the atmosphere” (157). Throughout earth’s history, plants have helped balance the carbon emission and at the same time provide people and animals with oxygen.

Plants need CO₂ because they use it to grow. Adams writes, “The major biological molecules are all constructed from a framework of carbon, and so living

organisms need this element in especially large quantities if they are to grow and maintain their tissues” (153). So just like people are made up of large quantities of H₂O, or water, we also need to consume it to live. All living things are made up of carbon and it is recycled in something called the Carbon Cycle. By planting more trees, the cycle can speed up and more plants will be available to soak up the carbon dioxide in our atmosphere.

Cars and trucks that emit harmful gasses is another problem keeping us from clean air. They burn fuel and it emits exhaust into the air that can leaves a thick smog over a city. This is especially apparent when driving from a rural town into a big city. From a distance, there is a dark gray cloud that can be seen hovering over the city which is mostly the result of people driving cars that emit toxins into the air. By reducing the amount of fuel needed for transportation, the harmful effects on the environment will also be reduced.

One way this can be done is by driving hybrid or electric cars. Fuelconomy.gov lists the positive things about electric cars; it emits “no tailpipe pollutants”. These cars rely on electricity for power which may be a concern for some because if these cars use electricity, then how is the electricity being generated? meaning the ways the electricity is being generated could be just as harmful as the cars that emit pollutants. However, if people started to rely more on clean and renewable energy, for electricity and other things, then there would be no need for concern for how environmentally friendly their vehicle really is. The United States, for one, could do this by reducing the dependency on foreign oil. Phillip Gallman explains in his book *Green Alternatives and National Energy Strategy*, “Vehicles are a major source of pollution and greenhouse gases, so reducing the demand for gasoline and diesel would certainly reduce emissions of greenhouse gases and pollution” (xiii). Electric cars do not use these fuels so they would be a good solution to having cleaner air in cities. If people around the world start using more fuel efficient vehicles, there will be less dependency on oil, therefore less air pollution. Another positive thing about electric cars is that it is cheaper. As said by phys.org, “A 2007 study by the nonprofit Electric Power Research Institute (EPRI) calculated that powering a plug-in hybrid electric vehicle (PHEV) would cost the equivalent of roughly 75 cents per gallon of gasoline -- a price not seen at the pump for 30 years.”

Overall, air pollution has made its impact on society for a long time. It started in the Middle Ages when people first discovered the uses of burning wood as a way to make things they needed and also to provide warmth in the winter. Also the Industrial Revolution had major impacts because of the factories and other machines being invented such as the engine and locomotives. With air pollution, came the negative effects of it as well. Air pollution causes the thinning of the ozone layer which results in a rise in temperatures around the world. Air pollution also causes diseases in the lung and asthma. Not only does it cause harm to humans, but air pollution also has been the cause of extinction in some animal species. However, there are several ways to reduce the amount of air pollution in our cities. One would be to find an alternative energy resource like wind power. Another could be planting more forests which help keep the amount of CO₂ levels down. Buying an electric car as an alternative could also be a simple solution to reducing the affects of air pollution. By taking these steps, people will be able to live in a clean, more efficient world.

Writer 2.7 Essay

Internet censorship

1 In the last ten years or so, since the internet censorship has been a big topic that
2 people always ^{talks} talks about. Almost 75% of the people are with the idea of censoring
3 some websites. So if we want to censor the Internet we must consider the three
4 important things: the effect on adulthood, hackers and incorrect news.

5 Adulthood is the corner stone for Internet censorship. First, most of the young
6 people when they become adult they will think about a sexual thoughts. Moreover,
7 parents became upset because their children have the access to sexual website where
8 they watch pornography and live sex. For instance, some websites make it easy to
9 young people to find a strange to have sex with, and who knows if that person is
10 dieses free. Second, teenagers can be easily influenced by the violence they see on the
11 Internet. Some movies, music and websites have a bad effect on children's. For
12 example, there is a lot of violence scene in videos they can watch and like to do what
13 they see, and that makes them aggressive toward others ending up with fights in the
14 streets or even back in home. So, part of the issue is beyond the parents that they have
15 to supervise their kids while they are using the Internet, even when they are at school,
16 teachers should check them out to stop them from logging to unwanted websites.
17 Finally, letting young people uncensored to use the Internet would led hem to gain
18 bad ideas that effects on their life. It will effects on their education in a bad way
19 because all their focus is on bad stuff the found in the Internet, which also can effects
20 on their ethics. As you can see, parents and the competent authorities must to come
21 together and stand for Internet censorship.

We must be more tuff with the hackers. Hackers are people could live next door. They had had the good experience of using the computer through their life, they started as hobby then they become experts in this field. First, one of things that give them the motive to hack is revenge, maybe they had some problems with other people; consequently, they just go to their computer and hack these people's personal information's to use it against them. If these hackers had all the freedom and not be censored, they will have the chance to log into secure websites that is related to banks or some official government websites to steal people's money or look out secret information's of governments, which is not supposed to be announced to the public. Nowadays, people intend to shop online using their credit card to make it easy for them, but the reality is that they are making it easy to hackers to get to their credit card and the account information's just like what happened to the customers of PlayStation. According to the article that been written by Potter, "After an attack in April (the shadow group Lulz Security took credit) the PlayStation network was offline for 44 days, and spent about \$170 million to restart, and try to restore its relationship with its customers." (Potter, 2011). Even thought that theses websites are secure, there is still crazy people will hack the companies' and their customers' money. In summery, being easy in this situation with these uncontrolled Internet users, will let them to invasion more, and thinks that there is no bad consequences for what they do.

The censorship makes the news more truthfulness. People started to read the news online and there is a lot of news websites that has correct and incorrect news; however, lately we see a lot of rumors that been posted or uploaded on

some website and people are reading it and believe it even, that it is not true. These rumors could make problems to a business company if someone made bad rumors about it, and that could cause financial loses to the company; nevertheless, these rumors could be also about individuals to ruin their life. Global news must be filtered and reviewed before it presented to the public. Countries now follow other countries news online and these news must be totally correct because the relationships between them depends on the credibility, especially the political news. That is very important to know how much the political relationships determine each country's rank between the others. Government must censor form them because it's one of responsibility for them. As you can see, the true news is of the important things that we must consider and focus about it.

In conclusion, if we take all the things that I mentioned, seriously we will develop many aspects in our life. Lets think about our life if it's without any thing can effect on young and brain kids, Impact on our nation and many things that were not come to mind.

VITA

Author: Benjamin J. Bertrand

Place of Birth: Spokane, Washington

Undergraduate School Attended: Eastern Washington University

Degrees Awarded: Bachelor of Arts, Interdisciplinary Studies, 2004, Eastern Washington University

Professional Internship Experience: Internship, English 112, AUAP, Eastern Washington University, Spring quarter 2012, Spring quarter 2013.

Professional Work Experience:

Mentor Academy Incheon, Korea. Jan. 2010 to Jan. 2011.

Kojan Incheon Elementary school, Kojan Dong, Incheon, Korea. Oct. 2009 to Feb. 2011.

Predu English Academy, Kojan Dong, Incheon, Korea. Oct. 2008 to Oct. 2009.

GEC Won Dong High School, Seo-Gu, Incheon, Korea. Oct. 2007 to Oct. 2008.

Shenzhen, China Teaching and Learning Program:

Bing He Middle School Sept. 2006 to Sept. 2007.

Cui Yuan Middle School Sept. 2005 to Sept. 2006.

References:

Dr. LaVona Reeves
MATESL Program Director
Eastern Washington University
Cheney, WA
509-359-7060
lreeves@ewu.edu
drllreeves@yahoo.com

Dr. Tracy McHenry
English Department Associate Professor
Eastern Washington University
Cheney, WA
509-359-2829
tmchenry@mail.ewu.edu

Uhm Si-an
Deputy General Manager
Kojan Elementary After School Program
76046165@paran.com
Office number: 070-4131-0716