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Peer Response in Second Language Writing Classrooms

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Peer Response in Second Language Writing Classrooms

Michigan series on teaching multilingual writers (Series editors Diane Belcher and Jun Liu and Jette G. Hansen (2002)

Ann Arbor, MI: The University of Michigan Press

Pp. viii + 182

ISBN 0-472-08808-4 (paper)

\$16.00

Perhaps nowhere before has there been such a focused, comprehensive discussion of L2 writing. Jette G. Hansen in *Peer Response in Second Language Writing Classrooms*, an efficiently written book in the Michigan series on Teaching Multilingual Writers.

The most important test that a teacher's resource book must pass is that it is indeed useful. This book is flying colors. Not only do the authors offer tips based on research and their own experience, but they also included a list of "Suggestions for Teachers" at the end of each chapter. These lists are packed with practical advice on peer response issues. The chapters themselves are clearly organized by use of explicitly labeled

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

In the second chapter, the authors present clear distinctions between different types of less contemporary L2 writing text, as differences between adults and children and ESL and EFL attention over the past several years. The tone of this chapter is more forward-looking than sense of usefulness and practicality: readers will not feel as if they are recounting the history. [-1-]

The full third chapter is devoted to a discussion of considerations to take into account when. Though the authors do not prescribe a strict formula for establishing groups, they do offer peer response as effective and harmonious as possible.

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

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

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

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

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

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

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Peer response in second language writing classrooms, however, experts note that the wave of problems of artistic typology can be found in K.

Developing Minds: A Resource Book for Teaching Thinking. Revised Edition, Volume 1, focuses on

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