

# Developing a Successful Peer-Editing Program in the Writing Classroom

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Hiroshima Chapter of the Japan Association for Language Teaching

**ONLINE ONE-DAY CONFERENCE**

**Second Language Writers,  
Teachers, and Identity**

**— and much, much more! —**

Students have very limited  
experience in writing, and  
that sentence-level  
translation and vocabulary  
training is still the norm

(Nakanishi, 2006)

“...there seems to be no evidence of systemic, cohesive academic writing instruction at the high school level, either in the L1 or L2.

(Mulvey, 2016: p. 6)

The very act of critically assessing someone else's assignment can cause students to assess their own assignments more critically. In other words, students can learn more from their review of another student's paper than they learn from a peer's review of theirs

(Rieber, 2006: p. 325)

1st year

**Writing 1-2**

Mind Map / Outline  
Drafts 1, 2, 3 (sometimes 4)  
**Peer Editing**  
8 papers (400 to 800 words)

2nd year

**Writing 3-4**

Academic Writing:  
In-Text References &  
Works Cited (MLA Format)  
6 papers (400 to 900 words)

3rd year

**English Seminar 1-2**

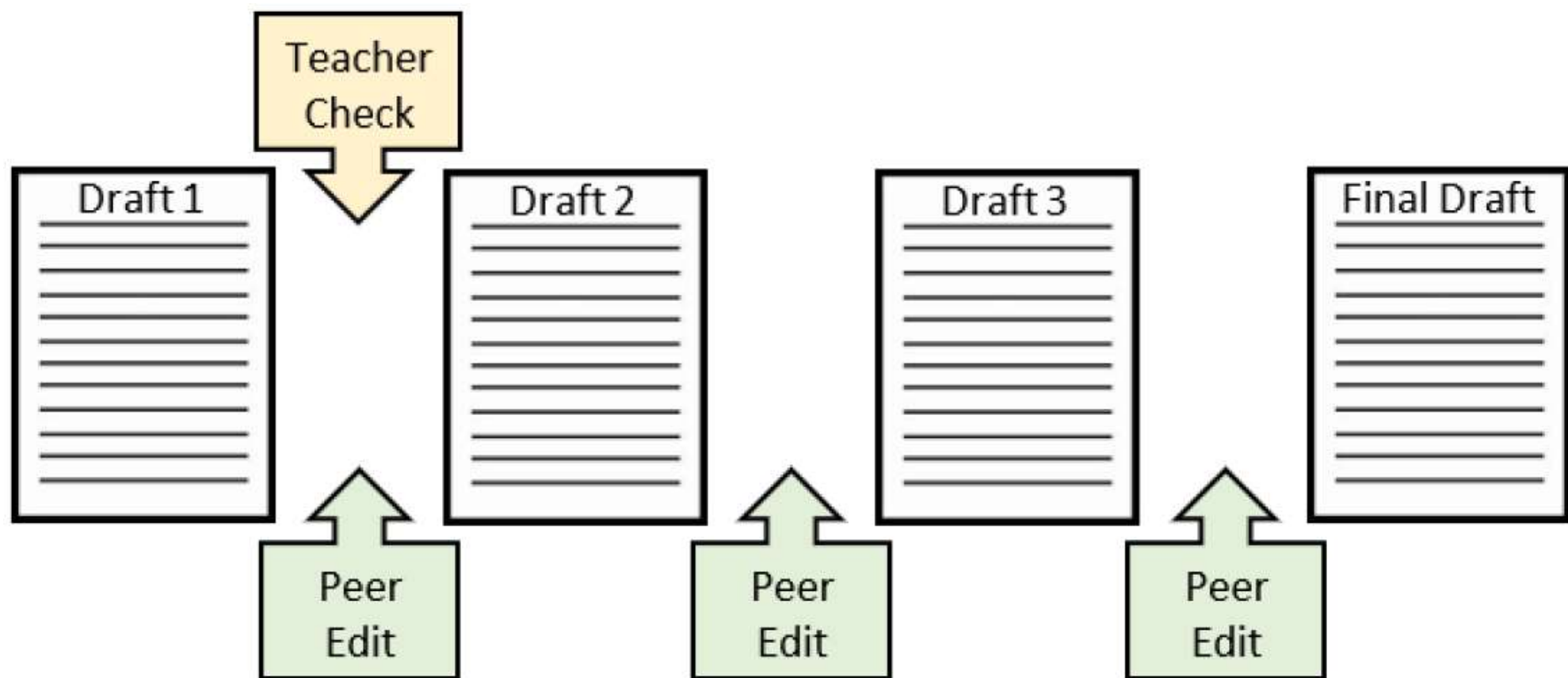
Critical Thinking:  
Analyze & Synthesize Info /  
Improve Cohesion  
3 papers (500 to 2,500 words)

4th year

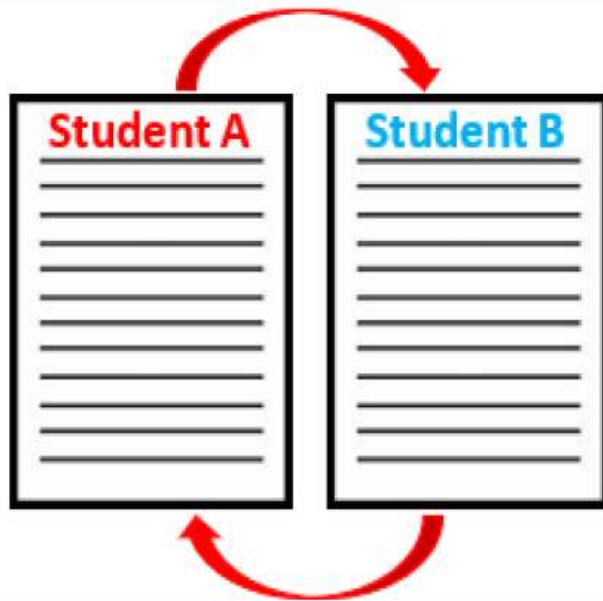
**English Seminar 3-4**

Dissertation (8,000 words)  
Research plan / Abstract /  
Table of Contents  
3 drafts (2,000, 4,000 & 8,000)

One of the most important resources the students have are each other.



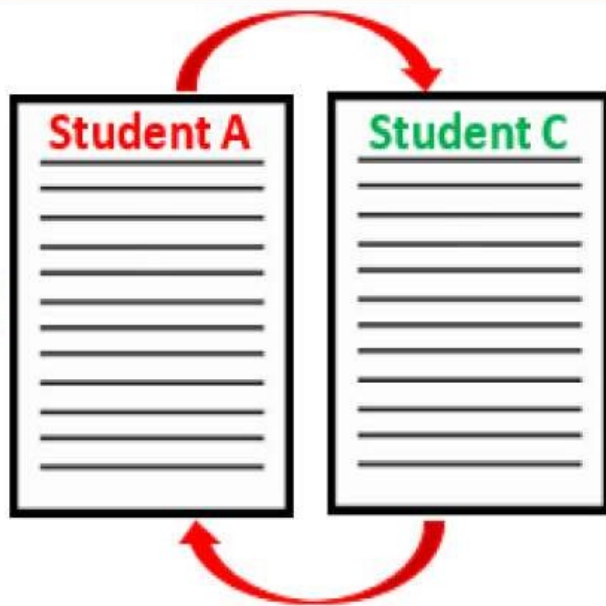
Round 1



Students look for problems with: formatting  
spelling  
grammar  
punctuation  
topic sentences

\*If students are unsure, they should use a “?”

Round 2



Students focus on content... where to expand

? don't understand (word or idea)

! curious about

\* like

Plus, ask specific questions: **What did you buy?**



*It's fun!*

**Benefits:** Students get input from multiple sources.  
Students focus on the mechanical aspects of writing.  
Students get important content suggestions and share ideas.  
Students learn from each other (knowledge diffusion).

## REFERENCES:

- Mulvey, B. (2016). Writing Instruction: What Is Being Taught in Japanese High Schools, Why, and Why It Matters. *The Language Teacher*, 40(3), 3-8.
- Nakanishi, C. (2006). *A Teaching Approach to Japanese College Students' EFL Writing*. Tokyo: Keio University Press.
- Reiber, L.J. (2006). Using Peer Review to Improve Student Writing in Business Courses. *Journal of Education for Business*. 322-326.