

## **The incorporation of quality peer feedback into writing revision**

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Many research studies have investigated the effects of peer feedback in writing classrooms because it can be applied in L2 writing teaching to great advantage. However, not many studies have conducted in-depth investigations of the incorporation of peer feedback into revision. This study is an attempt to fill this gap. This 11-week case study reports the experiences of written peer feedback of 92 English-major students. The study examines the quality of trained written peer feedback and the effects of trained written peer feedback on students' revisions. Based on the analyses of the written feedback participants received and comparisons of their initial and revised drafts, the study shows that most of the peer comments were revision-oriented and the quantity of accurate comments was remarkably higher than the quantity of mis-corrections. In addition, most of the revisions in the second drafts were triggered by peer comments, and the writing quality was significantly improved among both low and high level writers.

**Keywords:** Quality peer feedback; writing quality; writing revision; written feedback; revision-oriented comments; EFL writing; Vietnam

### **Introduction**

Peer feedback, also referred to in the literature as formative peer assessment, peer review, peer response, peer evaluation or peer editing is an activity in which students receive comments on writing from their peers (Hirose, 2008; Lundstrom & Baker, 2009). During peer feedback, learners are “sources of information, and interactants for each other. They take control of roles and responsibilities regularly taken on by officially trained teachers, tutors, or editors in commenting on or critiquing their peers' drafts in the writing process” (Liu & Hasen, 2002, p. 1).

Peer-to-peer interaction may also assist the learning process. Writing development can occur when mistakes are corrected, unclearness is clarified, ineffectiveness and inappropriateness are criticized, and suggestion is offered. Yu and Lee (2016) claim seven essential themes emerge from the literature on L2 peer feedback which include (1) effectiveness of peer feedback compared with teacher and self-feedback; (2) benefits of peer feedback for feedback-givers; (3) computer-mediated peer feedback; (4) peer feedback training; (5) student stances and motives; (6) peer interaction and group dynamics; and (7) cultural issues in peer feedback.

The peer-review process involves collaborative learning based on explicit criteria set by teachers and provides effective comments which writers can incorporate into subsequent drafts. Pham (2019) found no significant difference in the quality of feedback from teachers or peers once students had been trained. Students' peer commentary skills improved significantly after receiving training from their teacher. Providing feedback can influence the revision of others' writing (Pham, Luong, Tran, & Nguyen, 2020; Pham & Nguyen, 2020; Pham & Usaha, 2016) and simultaneously stimulate reflection on one's own drafts (Fujieda, 2007). Learners are not always aware of their writing mistakes but when they read their peers' writing, searching for errors, they become critical readers and this can raise awareness of their own writing errors. This makes peer-review a doubly valuable task in writing classes.

Although peer feedback can be spoken or written, this research focuses on written feedback. Such feedback does not require collaborators to meet; allows recipients time to read, consider and seek clarification; and allows reviewers time to form clear comments.

Peer feedback fosters the improvement of writing. It is an effective pedagogical tool to encourage further writing development. Through engaging in peer review, students are exposed to a greater diversity of perspectives than just those of their tutor or lecturer which provides more effective comments to develop subsequent drafts (Pham, 2019; Pham & Usaha, 2016).

### ***Quality of trained peer feedback***

A number of studies provide evidence that peer comments are to some extent reliable and beneficial in EFL teaching and learning contexts. For example, Jacobs (1989) found that 58% of peers' comments were directly related to the mistakes in the original drafts and corrections provided by peers were accurate. Hu (2005) observed that students actively participated in response sessions and provided constructive yet critical comments. Rollinson (2005) found 80% of feedback among his college-level students was valid. Caulk (1994) revealed that 89% of his intermediate and advanced level foreign language students made useful comments on their peers' products.

Students themselves also believe that peer feedback has helped improve their writing quality in terms of content, organization, and grammar/structure (Berg, 1999; Lu, 2016; Pham, Nguyen, Tran, & Do, 2020; Pham & Usaha, 2016).

### ***Impacts of trained peer feedback on revisions***

Several studies have looked at the impact of peer feedback on revisions in EFL teaching and learning contexts. For example, Pham and Usaha (2016), Pham (2019), and Pham, Luong, et al. (2020) found that peer feedback positively affects students' writing performance. Farrah (2012) and Pham, Nguyen, et al. (2020) found a large improvement in writing performance. Others found only small improvements in fluency but significant improvements in accuracy (Pham, Nguyen, et al., 2020; Ting & Qian, 2010).

Studies have also investigated the impact of peer feedback on the quality of revision. Ting and Qian (2010) found that 84.7% of total revisions resulted from peer feedback and 92.4% of revisions were successful. Min (2006) found that 77% of students' revisions originated from reviewers' comments and the quality of their work was significantly enhanced after they received training. Berg (1999) and Pham and Usaha (2016) also point out that after receiving training on peer response and participating in the peer reviewing process, students' writing quality was improved significantly in terms of the mean score and the length of the essays.

Studies on the impact of peer feedback on revisions and writing performance have yielded variable results due to differences in context and how the peer feedback is exercised. However, if students are well-instructed in the process, they are able to help their peers and enhance their own writing performance.

This study is motivated by positive research findings about the levels of revisions made following peer feedback. It aims to answer the following research questions:

1. To what extent do students trained in written peer feedback provide qualified comments on their peer's writing papers in academic writing classes?
2. To what extent does trained written peer feedback impact on students' writing revisions in English academic writing classes?

## **Method**

### ***Research setting and participants***

The study was conducted at Ho Chi Minh City Open University. This research was carried out with a population of 92 students in which 45 were from the *Writing-1* class, and the rest were from the *Writing-3* class. Each student was required to practice peer feedback and compose a first draft and then a revision. Cluster random sampling was employed to select the first and final drafts for five different writing topics of ten students from each group. A trainer, who worked with both groups, assisted; and one coder-rater assisted the researcher in coding and rating participants' drafts.

In the *Writing-1* class, students produced paragraphs on topics they chose according to five writing genres: descriptive, example, process, opinion, and narrative (based on Savage & Shafiel, 2007). For each type of paragraph, students first received training and then composed a paragraph of 100 to 120 words for peer feedback activities. In the *Writing-3* class, students wrote essays of the following types: process analysis, cause and effect, argumentative, essays, and reaction (based on Davis & Liss, 2006). Participants wrote five-paragraph essays of 320 to 350 words for each genre. They choose the topics (selected from the textbooks) that were suitable for the different genres and interested them.

### ***The writing cycle of the training***

The writing cycle of this study was adapted from Pham and Usaha (2016) using a process-oriented approach (Figure 1). Students selected topics which interested them from a suggested list. In-class written peer feedback training took place during the fourth stage of the writing cycle. This occurred immediately after the first drafts were composed and lasted for 90 minutes. Elements of the training were repeated in every class meeting to consolidate students' commentary performance. In the training, students were provided with a peer-editing worksheet (Appendix) and a copy of an essay written by a former student. The instructor employed a think-out-loud method to show how to generate comments applying a six-step procedure. The key aspects of the procedure, which is explained in detail elsewhere (Pham & Usaha, 2016) are:

1. Evaluation: positive feedback is emphasised to prevent damaging writers' motivation and self-confidence (Hyland & Hyland, 2001).
2. Clarification: reviewers seek clarification of writers' intention where it is unclear.
3. Alteration: reviewers comment in an imperative way instead of giving advice.

4. Suggestion/advice: reviewers make specific suggestions by giving some examples.
5. Explanation: reviewers identify problems and explain their proposed corrections.
6. Confirmation: reviewers confirm information of specific aspects of writing, which were either for revision or non-revision.

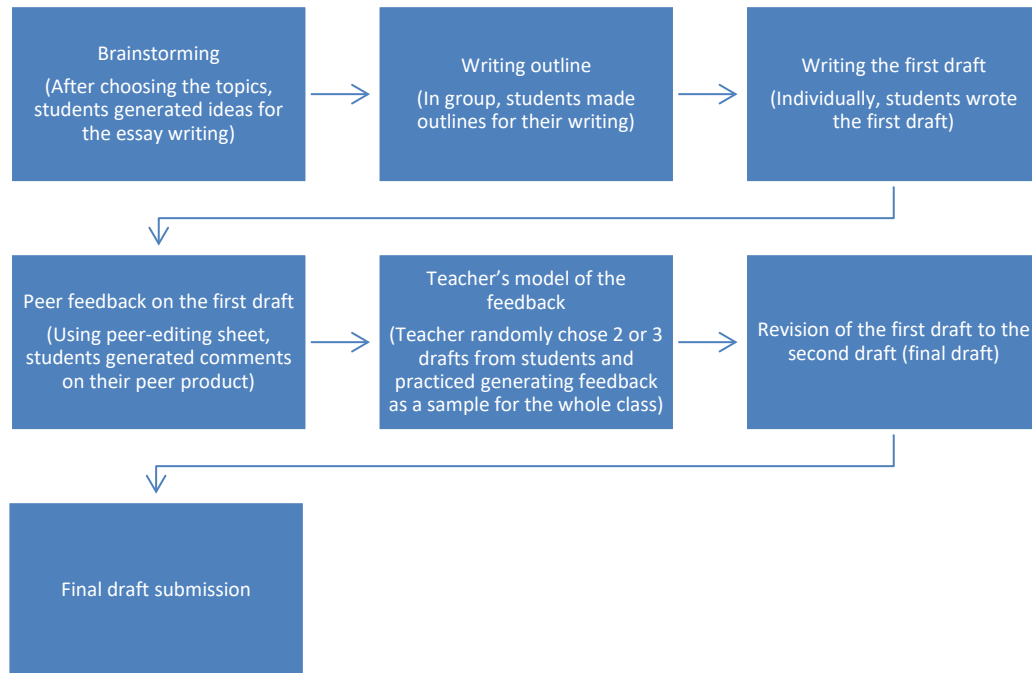


Fig. 1 Written peer feedback training (after Pham & Usaha, 2016)

After the training, the students worked in groups to provide feedback to each other and then revise their writing using the feedback. The feedback could be in hard or soft copy. Students were informed that their commentary would be graded. In the following class session on the same writing genre, the instructor randomly chose 2 or 3 drafts for the modelling of peer feedback and checked the others' comments and revisions to provide assistance, if necessary.

### ***Data analysis***

To answer research question 1, a textual analysis of the drafts was employed. Peer reviewers' comments were coded as revision-oriented or non-revision-oriented (see Table 1 for examples). The drafts were also coded to identify the quality of comments by first separating comments which were suggested corrections from those which were expressions of uncertainty, and then coding to determine for each of these comments whether the targeted writing was correct or wrong and, in the case of corrections, whether the correction was accurate or inaccurate (see Table 2 for coding examples).

Table 1. The coding scheme for the nature of peer’s comments with examples

Nature of comments	Examples
Revision-oriented	<ul style="list-style-type: none"> <li>- I think it should be ‘...’</li> <li>- I think it will be better if it’s written ‘...’</li> <li>- My suggestion is that ‘...’</li> </ul>
Non-revision-oriented	<ul style="list-style-type: none"> <li>- Your hook seems ok.</li> <li>- Your information is effective.</li> <li>- Your supporting ideas are very good because you gave some specific information. This makes your writing better.</li> </ul>

Table 2. The coding scheme for students’ comments with examples

Category	Examples
A. Correction	
1. Wrong in original – correction right	Original: I <u>seems</u> very lucky because I have my own answer. Correction: I <u>seem</u> to be lucky because I have my own answer.
2. Correct in original – correction right	Original: He helped me <u>to fix</u> the car. Correction: He helped me <u>fix</u> the car.
3. Wrong in original – correction wrong	Original: She <u>don’t</u> do it last night. Correction: She <u>doesn’t</u> do it last night.
4. Correct in original – correction wrong	Original: Public schools have low tuition fee; <u>however</u> , at least, they should have facilities and equipment to support students’ learning. Correction: Public schools have low tuition fee; <u>However</u> , at least, they should have facilities and equipment to support students’ learning.
B. Indication of uncertainty	
1. Wrong in original	Original: I clean up my room everyday, so <u>look it</u> very tidy. Indication of uncertainty: Not sure but I think ‘I clean up my room everyday, so <u>it looks</u> very tidy’ is better.
2. Correct in original	Original: Depending on how effectively you work, they will decide whether they hire you or not. Indication of uncertainty: you should check the sentence again.

To address research question 2, the impact of peer feedback was assessed by measuring the revisions in punctuation, spelling, grammar, word, phrase, clause, sentence, and paragraph. This was guided using a coding scheme adopted from an earlier study (Pham, 2010, Table 3). Revisions were then categorized according to the source of the revision as: (a) based on comments, (b) partly based on comments, and (d) non-comments, i.e. revisions made from the writers’ own decision (also following Pham, 2010; see Table 4 for examples).

Table 3: Coding scheme for the areas of revision (adopted from Pham, 2010)

Levels	Examples
Punctuation	<p>Original: I arrange all books into the bookshelf, and I specially put all my gifts that friends and parents give me to formal position of it because when I find a book I like taking a glance at them and I always feel a litter happy in my mind.</p> <p>Revision: I arrange all books into the bookshelf. I specially put all my gifts that friends and parents give me to formal position of it because when I find a book I like taking a glance at them and I always feel a litter happy in my mind.</p>
Spelling	<p>Original: Firstly, I love <u>childrent</u>.</p> <p>Revision: Firstly, I love <u>children</u>.</p>
Grammar	<p>Original: It would be great if my room <u>have</u> a window because I like wind and in the morning I like being waken up by sunlight more than the sound of my cell phone.</p> <p>Revision: It would be great if my room <u>has</u> a window because I like wind and in the morning I like being waken up by sunlight more than the sound of my cell phone.</p>
Word	<p>Original: <u>On the other hand</u>, you can book a lovely cream cake with some candles to make the party more romantic.</p> <p>Revision: <u>In addition</u>, you can book a lovely cream cake with some candles to make the party more romantic.</p>
Phrase	<p>Original: In the middle of the wall that is on the left side of the bed, I also hang a lovely blue clock – my award in high school when <u>I got to be a good pupil</u>.</p> <p>Revision: In the middle of the wall that is on the left side of the bed, I also hang a lovely blue clock – my award in high school when <u>I got the prize of being a good pupil</u>.</p>
Clause	<p>Original: I love my bedroom so much. <u>It is the special and peaceful place</u> where I work, I sleep, and I can do everything I want without noise outside.</p> <p>Revision: I love my bedroom so much, <u>which is the special and peaceful place</u> where I work, sleep, and do everything I want without noise outside.</p>
Sentence	<p>Original: He was born in 1809, and grown up in the poor family. <u>This was the important event that affected his life. Most his knowledge was self-study.</u></p> <p>Revision: He was born in 1809, and grew up in the poor family. <u>Because of the poverty, most of his knowledge was self-study.</u></p>
Paragraph (added or eliminated more than one sentence)	<p>Original: The more the economy grows, the more people’s need is mounting up. This leads to the raising price of products and services. In addition, subsistence allowance such as electricity, water, gas, etc. and different expenses such as private tax and school fee will be a big problem when unemployment rate is higher and higher. All these things turn many people nervous because they have to spend money on more and more expensive expenditure.</p> <p>Revision: Financial problem is another main reason of stress. The more the economy grows, the more people’s need is mounting up. This leads to the raising price of products and services. In addition, subsistence allowance such as electricity, water, gas, etc. and different expenses such as private tax and school fee will be a big problem when unemployment rate is higher and higher. All these things turn many people nervous because they have to spend money on more and more expensive expenditure. <u>It’s normal to feel worried, anxious or down when times are hard. Job insecurity, redundancy, debt and financial problems can all cause emotional distress. As a result, these facts can lead you to the world of stress.</u></p>

Table 4. Categorisation of the sources of revisions

Sources of revision	Examples (changes underlined)
Based on comments	Original: I seems to be lucky because now I have my own answer – my best job is a teacher in primary school.  Comments: seem  Revision: I <u>seem</u> to be lucky because now I have my own answer – my best job is a teacher in primary school.
Partly based on comments	Original: They said that I taught very clearly and easily to understand.  Comment: my teaching <u>is</u> very clear and easy to understand.  Revision: they said that my teaching <u>was</u> very clear and easy to understand.
Non-comments	Original: my favorite room in my home is bedroom. The room is rather wide to me. I cleaned it up everyday, so it looks very tidy. The wall is painted in light green. I love green color so much. You know? I heard that green color symbolizes for vitality and hope. Moreover, it seems t make air fresher although there are not any trees in the room. There is a big beg close to the wall.  Comment: [no comment]  Revision: my favorite room in my home is bedroom. The room is rather wide to me. I cleaned it up everyday, so it looks very tidy. The wall is painted in light green. There is a big beg close to the wall.

In addition, to confirm the impacts of peer feedback on students’ writing quality, an evaluation of the drafts was carried out by two raters using an analytic scoring scale measuring: content, organization, grammar and sentence structure, and mechanics. Scores ranged from 1 to 10. Inter-rater reliability was assessed using Berg’s method in dealing with discrepancy (1999). First, if the discrepancy between raters was less than or equal 1 point, an agreement was reached through discussion, or, if an agreement could not be reached, the average of the two-raters’ scores was used. Second, if the discrepancy was more than 1 point, a third rater would score the essay, using the same scoring rubric. An average score of the third rater’s score and the rater whose score was closer to that of the third was used. The inter-rater reliability analysis of the first draft and the second draft reached .766 and .806. respectively. The two raters reached almost perfect agreement on scoring and all discrepancies were smaller than 1 point.

## Finding and discussion

### *The quality of trained peer feedback*

The revision-oriented comments far exceeded the non-revision-oriented comments (Table 5). This indicates that most of the comments from peers were constructive and for the sake of revisions. This finding is consistent with Hu’s (2005) that most of the suggestions were valid and focused on revisions.

Table 5. Nature of peers' comments

Nature of comments	Numbers	%
Revision-oriented	437	98.2
Non-revision-oriented	8	1.78
Total	545	100

The quality of the trained written comments was examined by looking at the ratios of qualified comments and mis-corrections using the frame developed by Jacobs (1989). Table 6 shows that on the 20 first drafts, reviewers had made 437 revision-oriented comments in total, of which 398 comments were corrections and 39 were indications of uncertainty. This illustrates that most of the student peer reviewers' comments were intended to point out mistakes in their peers' writing with a correction suggested.

Table 6. The ratios of qualified written comments made by peers

Types of comments	Numbers	%
A. Correction Mean = 2.5; SD = 8		
1. Wrong in original – correction right	223	56.0
2. Correct in original – correction right	106	26.6
3. Wrong in original – correction wrong	17	4.3
4. Correct in original – correction wrong	52	13.1
Total	398	100
B. Indication of uncertainty Mean = 1.3; SD = 0.5		
1. Wrong in original	27	69.2
2. Correct in original	12	30.8
Total	39	100

From the peer comments it is clear that in the correction category (A), accurate correction of incorrect forms (Type A1) stood out as the largest type of feedback (56%), followed by accurate corrections related to already correct original writing (Type A2, 26.6%). Next are Type A3 corrections, which offered inaccurate suggestions where the original was already correct (13.1%). Type A4 corrections, in which an error was correctly identified but the suggested correction was inaccurate, were least frequent (4.3%). In the category of indications of uncertainty, of which there are few instances, 69.2% occurred in relation to incorrect items.

There are three positive types of comments (*wrong in original - correction right*; *correct in original - correction right*; and *indication of uncertainty about incorrect items*) which, when combined, account for 81.4% of comments. This indicates that overall peer comments were a valuable source for revisions, and illustrate that the quality of peer comments was high. These results can be seen to correspond with those of Jacobs (1989),



Caulk (1994), Jacobs, Curtis, Braine, and Huang (1998), and Rollinson (2005) who all found that most comments were valid and useful. However, the findings are counter to those of Tsui and Ng (2000) who found that novice ESL/ EFL writers usually encountered difficulty in providing concrete and useful feedback.

### ***The effects of trained peer feedback on revisions***

To determine the effectiveness of peer responses on students' writing outcome, every change between the first and second drafts was analysed and counted. The original categorisation of the revisions: *based on comments*, *partly based on comments* and *non-comments* (see Table 4) were sub-divided into new categories, ranging from small changes such as punctuation to large changes such as adding content to a paragraph (Table 7). This categorisation followed a framework developed by Pham (2010).

Table 7. Revisions across different levels of linguistic units and the sources of revisions (following the framework of Pham, 2010)

Level	Based on comments Mean = 10.13; SD = 3.00		Partly based on comments Mean = 7.00; SD = 1.60		Non-comments Mean = 7.25; SD = 1.75		Total Mean = 24.25; SD = 5.09	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sentence	14	43.8	9	28.1	9	28.1	32	16.4
Grammar	14	45.2	8	25.8	9	29.0	31	16.0
Phrase	12	48.0	9	34.6	5	19.2	26	13.3
Word	11	44.0	6	24.0	8	32.0	25	12.8
Paragraph	8	33.3	10	41.7	6	25.0	24	12.3
Spelling	7	35.0	7	35.0	6	30.0	20	10.3
Clause	7	36.8	4	21.1	8	42.1	19	9.7
Punctuation	8	44.4	3	16.7	7	38.9	18	9.2
Total	81	41.5	56	28.7	58	29.7	195	100

Of a total of 195 revisions in the second draft, 81 (41.5%) were based on students' peer comments and 56 revisions (28.7%) were partly based on comments. There were also 58 revisions (29.7%) made without any connection to peer comments. On average, 24 changes were made per draft ( $M = 24.25$ ;  $SD = 5.09$ ). The results show that students changed their texts based on their own decisions as well as based on the comments of their peers. This combination of sources of revisions is consistent with the results of other studies. For example, Ting and Qian (2010) found that 84.7% of revisions resulted from peer feedback. Pham and Usaha (2016), however, found that only approximately 39% of revisions were based fully or partly on peer comments, while 61.3% of revisions were the result of the authors' own decisions.

The two most common levels at which revisions occurred were the sentence level (16.4% of revisions) and the grammar level (16% of revisions). Of the revisions at the sentence level, 43.8% were based on comments, 28.1% were partly based on comments and a further 28.1% resulted from non-commented revisions. Of the revisions at the level of grammar, 45.2% were based on comments, 25.8% partly based on comments, and 29% were not based on comments. As can be seen from Table 7, the remainder of the levels accounted for 13% or less of all revisions and within them the number of revisions related to peer feedback remain at similar levels (33%-48% based on comments, 16.7%-41% based partly on comments, and 19%-42% without comments). As seen earlier, the majority of revisions were accurate and the data reported here shows that these revisions mostly resulted from peers' comments. The studies of Pham and Nguyen (2014) and Pham and Usaha (2013) also confirmed a correlation between peer feedback and students' effective writing revision.

The findings of the current study about the level at which revisions took place are not entirely consistent with the earlier study of Pham and Usaha (2016) which found that the four most frequent revisions were at the word (32.9%), sentence (21.8%), phrase (20.8%), and paragraph (7.6%) levels. Despite differences in the proportions of revisions the current study shows clearly that the revisions students made were not only to the mechanics of writing but also to the content. There is some variation on this point in the literature. Wakabayashi (2008) found that students focused more on the content than the surface problems. However, others (Al-Hazmi & Scholfield, 2007; Ting & Qian, 2010) found that most of the revisions students made were surface changes, focusing principally on grammatical errors and mechanics.

Finally, in order to confirm the impacts of trained written peer feedback on the students writing quality, the scores of the 20 first drafts and 20 second drafts were examined using a paired sample *t* test (Table 8). These drafts were rated out of 10 by the researcher and one other rater independently.

Table 8. Paired sample *t*-test of the first and second draft scores (out of 10)

Variables	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	<i>p</i>
First draft	7.2031	0.7143				
Second draft	7.9531	0.6339	-0.75	-8.216	15	.00

There was a statistically significant difference between the means of the first and second drafts with the sig. (2-tailed) value = .000 ( $p < 0.001$ ). The mean score of the first drafts was 7.2 and after practicing peer feedback that of the second test reached 7.9 (both scores are out of a total of 10). This shows that written peer feedback helped students improve their writing performance. This result echoes the findings of previous research investigating the impact of trained peer feedback on revisions and writing quality (Berg, 1999; Farrah, 2012; Min, 2006; Nelson & Murphy 1993; Pham, Nguyen, et al., 2020; Pham & Usaha, 2016; Ting & Qian, 2010), all of which shows that trained peer feedback plays an important role in developing students' writing skills and in generating higher writing quality scores.

To summarise, the results of the current study reveal positive effects of trained peer feedback on the students' writing quality. First, most of the revisions that students made (71.8%) were triggered by peers' comments. Second, the revisions improved content and

organisation, as well as language. Finally, after responding to the feedback, students' mean scores increased. Taken together, these results demonstrate the positive effects of trained written peer feedback on writing revisions. This echoes Moloudi's (2011) claim that the teaching of writing in an ESL context should be accompanied with peer feedback activities to enhance the editing process and revision as well as to ease teachers from the burden of evaluating their students' writing, thus creating time for more fruitful tasks for the benefit of the students.

### **Conclusion**

This study explored English-major students' experiences of trained written peer feedback based on the analyses of feedback they received and the revisions they made as a result. In relation to the quality of peers' comments, the findings show that most of the students' comments were revision-oriented. In addition, the validity of peers' comments was proved by the great number of accurate corrections of incorrect forms. These findings confirm that trained peer feedback assists students in generating constructive and direct comments.

The results are consistent with other research (Farrah, 2012; Pham & Usaha, 2016; Ting & Qian, 2010) in showing that a large number of the students' revisions were triggered, either fully or partly, by their peers' comments. The results also demonstrate clearly that the peer comments helped writers improve their writing quality both at low levels like mechanics and word choice; and at high levels, like content and organization of the text. The significantly higher mean scores of the second draft also demonstrated the beneficial effects of trained written peer feedback on students' writing quality.

This research shows that students can, with appropriate training, successfully take responsibility for providing and responding to feedback on writing. By providing such training, teachers are equipping their students with tools and skills to survive on their own which is a key goal of education. Developing these skills in their students also eases teachers from the burden of providing detailed writing feedback to large classes thus freeing them to develop other areas of support for their students.

This study has focused its attention on the impacts of written peer feedback on writing quality. While the data show that some of the revisions made by the student writers did not originate from their peers' comments, this phenomenon was not investigated in-depth. Further research is planned to investigate this area. It would also be valuable to extend this research to different groups of students to explore further the generalisability of the findings.

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**Appendix: Peer-editing Worksheet** (Adapted from Oshima & Hogue, 2006)

Peer editor: .....

Date: .....

1. What kind of introduction does this essay have (funnel, entertaining story, etc.)?

.....

How many sentences does it contain? .....

Does it capture your interest?  Yes  No

Where is the thesis statement placed? .....

2. How many paragraphs are there in the body? Number: .....

The topics of the body paragraphs are as follows:

1. .... 3. ....

2. .... 4. ....

5. ....

(If there are more or fewer paragraphs, add or delete lines.)

3. What kind of supporting details does the writer use in each body paragraph?

1. .... 3. ....

2. .... 4. ....

5. ....

4. Check each paragraph for unity. Is any sentences unnecessary or “off the topic”?

Yes  No

If your answer is yes, write a comment about it (them)

.....

5. Check each paragraph for coherence. Does each one flow smoothly from beginning to end?  Yes  No

What key nouns are repeated? .....

What transition signals can you find? .....

.....

6. What expressions does the writer use to link paragraphs? If there is none, write none. (If there are more or fewer paragraphs, add or delete lines.)

To introduce the first body paragraph ..... ..

Between paragraphs 2 and 3 ..... ..

Between paragraphs 3 and 4 ..... ..

Between paragraphs 4 and 5 ..... ..

To introduce the conclusion: ..... ..

7. What kind of conclusion does this essay have – a summary of the main points or a paraphrase of the thesis statement?

.....

Does the writer make a final comment?

Yes

No

What is it?

.....

Is this an effective ending (one that you will remember)?

Yes

No

8. In your opinion, what is the best feature of this essay? In other words, what is this writer's best writing skill?

.....