Peer Review in English Writing Instruction in Junior High School

A Thesis
Presented to
The Department of English
Graduate School of Education
Hirosaki University

In Partial Fulfillment of
The Requirements for the Degree
Master of Education

By
Seiko Sato

January 2015

Contents

Abstract

This research is based on the idea that writing skills can be improved through better instruction. Specifically, the research aimed to examine the effectiveness of peer review as a form of process writing. Since peer review seems to yield various effects, specific aspects were examined. Especially, the research investigated how peer review influenced students' ability to write passages with "unity" and how peer review influenced "the amount of writing", as well as how the students' attitudes to writing in English changed due to the peer review activities. As a consequence, the effectiveness of Writing Instruction Sessions with peer review is discussed.

Students learned how to set about writing, how to conduct peer review, and experienced all three Writing Instruction Sessions. In order to analyze passages with unity, "content", "organization", "grammar", and "words for cohesion" were set as viewpoints, and so as to analyze the amount of writing, "the number of words", "the average length of one sentence", and "the average length of one sentence without errors" were set as viewpoints. As for a comparison between the pre and post-tests, all seven viewpoints improved significantly in the post-test. Also, concerning a comparison between the first and second drafts in each Writing Instruction Session, the categories of passages with unity and "the number of words" improved significantly. Thus judging from the results of the data, it seems that peer review has positive effects on passages with unity and the amount of writing. Moreover, judging from the post-questionnaire, reflective self-assessments, and reflective interviews, it is clear that the students realized the effectiveness of peer review. These results identified that the students thought they would like to tell their thoughts and opinions by writing more strongly than before experiencing Writing Instruction Sessions. This indicates that Writing Instruction

Sessions undertaken with peer review affected their attitudes effectively. As a result, it can be said that writing instruction with peer review has meaningful effects on passages with unity, the amount of writing and brings changes in attitudes to writing, confirming the aims of this research.

I. Introduction

In this research, writing instruction for junior high school students and peer review (Hirose, 2009; Kamimura, 2006; Lundstrom & Baker, 2009; Mendonça & Johnson, 1994; Min, 2005; Mittan, 1989; Nelson & Murphy, 1993; Rollinson, 2005; Sawaya, Yokoyama & La Fay, 2010; Sawaya & Yokoyama, 2013; Yakame, 2005), which has various effects on a writer and reader/reviewer, are focused on and examined. It is because junior high school students consider writing the weakest skill of the four language areas. Since peer review has some possibilities for learners focusing on writing, it may be a meaningful way for all junior high school students to improve their English as well. Thus, the effects of peer review on novice leaners of junior high school students are analyzed on the basis of multiple criteria: comparisons of pre and post-tests, three first drafts in Writing Instruction Sessions 1–3, first and second drafts in each Session, pre and post-questionnaires, reflective self-assessments, and reflective interviews. As important as skill improvements are, the research also considers changes of attitudes to writing. Peer review is referred to such terms as peer feedback/peer response/peer revision/peer editing/peer evaluation/peer critiquing, and the terms seem to change by where feedback is given in a writing instruction session and what purpose feedback is used for (Keh, 1990). Peer review is supported by several theoretical frameworks, such as process writing, collaborative learning theory, Vygotsky's Zone of Proximal Development, and interaction in second language acquisition (Hansen & Liu, 2005). In this research, peer review is considered as one of the important parts of the process approach for writing. Moreover, this research adopts the theory of Vygotsky's Zone of Proximal Development because the students teach their peer and do collaborative learning.

Since there is little research that has focused on collaborative learning or peer review

on the part of junior high school students, the present research examines if peer review improves writing ability of passages with "unity" which is a Course of Study requirement for junior high school students. Since "the amount of writing" is necessary to write passages with unity, the research investigates if peer review brings an effect on increasing the amount. Junior high school students do not have confidence in writing, and are passive to express their thoughts or opinions. This is because, first of all, they do not know how to write and also because they are worried or embarrassed about making errors. Therefore, the research examines how students think about writing through Writing Instruction Sessions with peer review, and examines if they change their attitudes to writing as well.

In Japan at present, students start to study English at elementary school, however, the aim at elementary school is to become familiar with the language, and the lessons are mainly focused on listening and speaking, not reading or writing. Thus students experience writing at junior high school for the first time. Although there are arguments for and against various ages for starting to learn English at school, presently, junior high school students have not reached the writing level that is required by the Course of Study.

There is one important point that must be highlighted here. In 2012, one result of an inquiry of third year junior high school students by the National Institute for Educational Policy Research conducted in 2010 was announced. The research investigated students' writing, which was examined by a paper test and questionnaire. In the result, "the basic knowledge of writing, basic skills of writing and writing passages with unity" are mentioned as the following (extracting some important parts).

(1) Better assessments than the last inquiry of 2003
 1) The passage rate of asking the forms of interrogative and negative sentences is

approximately 70 %.

2) The passage rate of asking to write passages with unity is approximately 50 %, increasing about 13 points compared with the inquiry of 2003, and the rate of not answering is approximately 20 %, decreasing about 5 points compared with the 2003.

3) The rate of writing more than four sentences, irrespective of the correctness, is approximately 70 %, increasing about 8 points compared with the 2003.

(2) Problems to be solved

1) It cannot be said that students were able to use correct sentence forms.

2) The rate of students who wrote passages but could not develop the connections of sentences is approximately 70 %.

3) The rate of students who wrote passages considering the contents only by data or conditions given without indication in Japanese is approximately 30 %.

(3) Students' ideas by the questionnaire

1) The rate of students who answered positively to the question — Do you think it will be helpful for you to get a job that is your favorite one if you study English? — is approximately 70 %, which increased about 23 points compared with the 2003.

As mentioned above, there are some aspects that have improved, however, the passage rate of correctness of the questions about writing passages with unity is still only about 50 %. Moreover, the rate of students who did not answer about them is approximately 20 %. This means some measures for writing should continuously be strengthened.

In addition, as identified in the pilot study for the present research about opinions of

the first and second year junior high school students undertaken in February, 2014, and the pre-questionnaire undertaken in May, 2014, students thought that it is important to improve writing ability and acquire writing skills. They, however, did not seem to be positive in writing activities, because they did not know how to start writing and what to write. It is also because they could not be confident in writing and they were worried about making errors or embarrassed about expressing their thoughts or feelings by writing. This kind of situation for junior high school students are often seen. Thus, it is necessary to devise a means for them to make their writing better and not to feel worried or embarrassed.

It seems that students do not often experience essay writing, which is expected to gain the skill of writing passages, in junior high school. Teachers give them Japanese-English translation exercises instead of practicing essay writing. Moreover, even if students experience essay writing, not many of them will receive feedback by their teacher and rewrite it. The main reason for this lack of feedback or rewriting is that writing instruction sessions take a lot of time. It is very difficult for teachers to give feedback and have students rewrite essays in the limited time of class. More than writing, priority is given to teaching new grammar and the contents of a textbook. In Japan, most junior high school students are novice learners of English. That is why it is often effective for them to learn the language forms of English. However, it is also important for them to experience essay writing and to allow them to become accustomed to it. Indeed, this is a more meaningful activity, particularly if they rewrite a draft in order to firmly establish the writing skills.

As mentioned above, this research proposes to see the effects of writing instruction through peer review for junior high school students. It may be true that students who are accustomed to teacher-centered class prefer error feedback and advice by their teacher rather than by a peer, and they rely on teacher's feedback more than they would the latter. As a

matter of fact, Zhang (1995) reported that ESL writers prefer teachers' feedback to peers' one. Actually a few of the students in this research cannot find merits of peer review because they cannot review peers' drafts. However, it is often seen that when students receive teachers' feedback, they only correct and rewrite the points that their teacher mentioned. Apart from the case of students reviewing what they learned in class and practicing writing by themselves, it is doubtful that rewriting only those points that are mentioned by a teacher improves students' writing ability.

An advantage of experiencing peer review, and not receiving teachers' feedback alone, is that peer review provides an opportunity to learn other students' expressions, writing ways, or language forms. Knowing those things — other students in a similar situation or a better situation — stimulates their own writing or reduces negative feelings about writing. Students will want to learn writing English more and try to make their writing better when they read writing with plentiful contents and few errors. Or students may be able to reduce their anxiety about writing when they read the same level of others' writing. The possibility that this kind of act encourages them to learn writing by themselves is presumed more than teachers' feedback.

Next, there is a doubt whether receiving reviews by a peer can improve the accuracy of writing. The fact of the matter is that the students in the research who will take the entrance examination of high school need to improve the accuracy element of their English. Instruction for grammar is given to them in regular class, however, the researcher-teacher did not give error feedback to the first draft of each student except Writing Instruction Session 1. This is because this research is to verify the effects on a writer and reader/reviewer. In Session 1, feedback for errors and advice by the teacher was given to show how to review a draft as a model to the students. In Sessions 2 and 3, they did not receive it for the first draft by the

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teacher; however, they received some comments and advice for the second draft. In addition, it is essential for them to become accustomed to writing in the first half of the junior high school time, and then, they should gradually acquire the accuracy in the latter half of the school time.

Next, regarding correcting errors by junior high school students who do not have the knowledge of grammar, it is possible to correct errors if students reach the adequate level of grammar for the grade. If not, it is impossible to correct all errors. However, checking grammar errors and mechanical mistakes in peers' drafts is essential for a reader/reviewer. For example, some students may be able to learn from a peer's draft using the past tense if they often forget using it, or notice a lack of the 'be-verb' in their own draft from a peer's draft using the progressive form. Unfortunately, since teachers cannot have a teacher-student conference with students for their draft each time, receiving written and spoken reviews by a peer may become a similar effect to the teacher-student conference.

As mentioned above, this research examines various effects of peer review on novice learners and examines how it influences them under the instruction of the leaner-centered process approach.

Lastly, although writing by the first and second year students compared with the third year students is limited in terms of expressions, grammar and the amount of writing, all students must acquire writing skills and improve their writing. They should reach the level that is stated by the Course of Study by the time they graduate from junior high school. Moreover, it is the ideal that they will acquire the ability of self-revision. Therefore, it necessary that students gain a firm and basis foundation of writing through peer review.

II. Background

Since the present research focuses on the process approach and one means of the approach, peer review, as the first step, brainstorming is adopted for students who do not know how to begin writing and what to write, and the method is expected to reduce the anxiety of those students. According to Sugita (2003), the researcher instructed college students by the process approach for writing and examined their levels of anxiety. The researcher reported that the subjects could reduce the anxiety for writing through the process approach, and concludes that brainstorming is the most useful instruction to reduce it. As the second step for this research, the students do a writing activity respectively, such as outlining and making the first draft. And then, as the third step, they do the peer review activity, and as the final step, they write the second/final draft.

Since the process approach is considered as effective instruction to have learners become able to create an amount of writing that is sufficient for reviewing, it is applied to junior high school students who are novices of English. In addition to that, "according to Taniguchi (2009), process writing in foreign languages is effective to remove learners' wariness for making errors, also, the approach can be a help for learners to develop their writing" (cited in Okada, 2006, pp. 250-251).

2.1 Areas of teaching writing and the circumstances in Japan

Rimes (1983, p. 6) offers areas of teaching writing to have writers produce clear, fluent, and effective communication of ideas: 1) Syntax: sentence structure, sentence boundaries, stylistic choices, etc.; 2) Grammar: rules for verbs, agreement, articles, pronouns, etc.; 3) Mechanics: handwriting, spelling, punctuation, etc.; 4) Organization: paragraphs, topic

and support, cohesion and unity; 5) Word Choice: vocabulary, idiom, tone; 6) Purpose: the reason for writing; 7) Audience: the reader/s; 8) the Writer's Process: getting ideas, getting started, writing drafts, revising; 9) Content: relevance clarity, originality, logic, etc. (Numbering is by the researcher.)

Rimes states that "as teachers have stressed different features of the diagram, combining them with how they think writing is learned, they have developed variety of approaches to the teaching of writing." The Course of Study for junior high schools foreign languages (English) was revised in 2008. The aim of the revision is to foster writing ability, such as writing contents with unity, and also writing as a means to tell readers properly is focused in it. However, as for actual instruction in junior high school in Japan, No.1–3 above are main, and especially No.4, and No.7–9 are not emphasized, moreover they are often ignored.

Nowadays writing instruction by the process approach has been employed in college, and the idea that the process of writing is taken into consideration has been generally accepted (Hirose, 1999). And also, the effects of the process approach to ESL learning is widely appreciated. In junior and senior high school, however, translation from Japanese into English is often the main teaching method, because the writing instruction by the process approach takes a great deal of time and makes the burden too heavy for teachers. Sumida (2001) argues that even if teaching is based on an audio-lingual approach in the beginning of learning L2, with the progress of learning and acquiring L2 and that it is very meaningful for learners to experience authentic activities. And Sumida insists that it is appropriate that teachers should gradually take EAP (English for academic purposes) or communicative approaches to writing. This is a proper way for college students to reach the academic level in the end, however, junior or senior high school students who are in the previous stage of it must follow certain

steps to go to the next stage. In this research, the process approach is used for having students consider the process and contents of writing, and having them recognize readers/audience except their teachers. By doing those, it seems that students become accustomed and familiar to writing.

2.2 Flow of the instruction for writing: a product-orientation and a process-orientation

There have been two predominant trends for the writing instruction in FL and L2 as same as L1; a product-orientation and a process-orientation (Noro, 2004).

Firstly, scholars and researchers started to investigate approaches for compositions in L1 in America. And then controlled composition, current-traditional rhetoric, process approach and English for academic purpose were reported in first language learning settings. In L2, in the same way as L1, those approaches were employed. For a start, the approach of the controlled composition with the origin of the oral approach of Fries C., and then, the approach of the current-traditional rhetoric was employed. However, since they were product-centered and leaners could not improve their writing ability, scholars and researchers started to have a doubt and criticized them in the middle of 1960's. And then, the process approach, which is process-centered, came to attract attention. "The process that how writers go through and write sentences was given attention, as Emig (1971) analyzed detailed protocols of writers. As a result, although it had been believed that the process of making sentences was linear to products, the fact that it has a recursive way was started to be recognized (Flower & Hayes, 1980)" (cited in Sato, 2002, p. 72).

As mentioned above, the recognition that the process of writing is recursive has had a great influence on the writing instruction, and then, researchers and instructors in L1 conducted the process-centered instruction. The L2 research that referred to L1 applied the

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process approach that was believed to be effective in L1 in the 1970's (after that, English for academic purpose in college has been employed as the process approach could not do the suitable writing for the college level).

2.3. Process approach

The main features of the process approach are that the process of learners' writing products is essential and that the process approach has leaners consider the contents of writing important. Therefore, the effectiveness that improves the writing ability of telling the contents has been expected. Although this approach, process writing, has a series of basic procedures, many researchers or scholars introduced expanded procedures. For example, Watanabe (1997) introduced six steps: free writing, self-revision, organization, peer feedback, teacher feedback and final revision (pp. 234-235). Komuro (2001) introduced five steps: brainstorming, drafting, revising, editing, and publishing (p. 55). White and Arndt (1991) introduced 13 steps: 1) discussion (class, small, pair), 2) brainstorming / making note / asking questions, 3) fast-writing / selecting ideas / establishing a viewpoint, 4) rough drafting, 5) preliminary self-evaluation, 6) arranging information / structuring the text, 7) first draft, 8) group / peer evaluation and responding, 9) conference, 10) second draft, 11) self-evaluation / editing / proofreading, 12) finish draft, and 13) final responding to draft.

Komuro (2001) and White and Arndt (1991) employ brainstorming in the beginning of the procedure. When Japanese students write essays in English, brainstorming may bring meaningful effects on them. The reason for this is when Japanese students have to tell or write their thoughts or opinions, they often say, "I don't know how to say/write, what to say/write". Such students are very worried and have no confidence in speaking and writing in English. This kind of situation is often seen in the environment of EFL, and it is difficult to enhance

their willingness to write and motives of writing. In Sugita's research (2003), however, brainstorming was found to be the most effective treatment in process writing to reduce the anxiety. It seems that talking about a topic and exchanging their ideas or opinions in the brainstorming makes the matter that they do not know how and what to write better and that the brainstorming promotes their writing. In addition, Orita (1998) reported that the process approach for 15 to 17 year old subjects in technical college brings a significant difference in five aspects: 1) writing in English in general, 2) writing the intended message, 3) writing correct English, 4) writing in a coherent way, and 5) developing paragraphs. Also, according to the result of the questionnaire, 90.5 % of the subjects regard the treatment as "very useful" or "useful". Orita (1998) concludes that the process approach is effective instruction for Japanese EFL learners. Again, Sugita (2003) reported that the students whose proficiency was high and low were able to have pleasure of writing through process writing and that the approach were able to reduce the negative attitudes. It seems that the process approach is effective instruction for novice learners, junior high school students in Japan as well.

Process writing, as another advantage, encourages learners not to mind about making grammar errors or errors of sentence structures and to improve the fluency of writing. Since it encourages learners to write content-centered essays, the approach is considered important in writing essays. This approach, however, emphasizes meaning-focused writing, and thus it may not be helpful for the accuracy of sentences. It has been criticized because the approach is not for the accuracy. Sumida (2001) insists that doubts about whether learners are able to improve the ability of writing performance of L2 will remain if they continue to write meaning-focused compositions as opposed to accuracy-focused work. Sumida argues that there are teachers who feel uneasy about not giving the regulated writing instruction that focuses on grammar.

For successful communication, fluency is as important as accuracy (Sato, 2008). Sato examined the relation between them, and concludes that improving learners' accuracy does not obstruct their fluency and that improving their fluency does not obstruct their accuracy either. In addition, in other previous research, feedback that is employed in the process approach is effective to improve students' essays (Nishida, 2012). Also research on high school students by Oikawa and Takayama (2000) and Takayama and Oikawa (2001) report that the accuracy improved significantly when the students did revision activities (2000). Moreover, the long-term treatment with taking revision improved the fluency as well (2001). They also report that the group without revision did not improve the accuracy but improved the fluency (2000).

As mentioned above, while it cannot be said that the process approach does not improve the accuracy of students' writing, it seems that it is possible to improve the accuracy as well as the fluency by virtue of teachers' feedback and peers' advice.

2.4. Peer review

The greatest aim of this research is to identify and verify the effects of peer review on novice learners. Peer review is employed to solve or reduce problems that junior high school students have, as mentioned above, such as anxiety for writing, no confidence in writing, and insufficiency of the writing ability corresponding to the grade.

When learners do peer review, this issue occurs: whether learners can improve their accuracy or not. As a practical matter, since the students are going to take the entrance examination of high school, they need to improve the accuracy as well as the fluency. As mentioned in Introduction, however, the students are taught grammar and their errors are corrected in regular class, but errors in their writing are not corrected in Writing Instruction

Sessions. Although in the research, there is still concern about improving the accuracy of writing, there is a possibility that they may learn not to make errors. It is because the students experienced correcting their peers' errors and the experience will be able to cause them to notice their own errors.

2.4.1 Advantages by peer review

Peer review has been examined from different points of view in L1 and L2, that is, teachers' feedback compared with peers' feedback, analyzing peers' comments and peers' stances, how to train peer review, and investigating effects by training under the process approach as well as the other theoretical frameworks. Peer review has been recognized as a very essential part in the process of writing in L2. Liu and Hansen (2002) state peer review as the following; "peer response is the use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing." However, in this research, the learners who do peer review are novice learners of junior high school students, and the situation is different from the above. Therefore, here, peer review for junior high school students is that those learners can notice or learn what makes their essays better by their peers' reviews and by themselves through reviewing their peers' writing.

Ferris and Hedgcock (2004, p.226) outline the advantages by peer feedback as identified by previous research:

1) Students can take active roles in their own learning (Hirvela, 1999; Mendonça & Johnson, 1994).

2) Students can "reconceptualize their ideas in light of their peers' reactions" (Mendonça &

Johnson, 1994, p. 746).

3) Students can engage in unrehearsed, low-risk, exploratory talk that is less feasible in classroom and teacher-student interactions.

4) Students receive "reactions, questions, and responses from authentic readers" (Mittan, 1989, p. 209; but see Leki, 1990b; Newkirk, 1984, for counterarguments to this assertion).

5) Students receive feedback from multiple sources (Chaudron, 1983; Mittan, 1989).

6) Students gain a clearer understanding of reader expectations by receiving feedback on what they have done well and on what remains unclear (Mittan, 1989; Moore, 1986; Witbeck, 1976).

7) Responding to peers' writing builds the critical skills needed to analyze and revise one's own writing (Leki, 1990b; Mittan, 1989).

8) Students gain confidence and reduce apprehension by seeing peers' strength and weakness in writing (Leki, 1990b; Mittan, 1989).

9) Peer response activities build classroom community (Ferris, 2003b; Hirvela, 1999; Liu & Hansen, 2002; Mendonça & Johnson, 1994).

(Numbering is by the researcher.)

In addition, Hedgcock and Lefkowitz (1992, p. 257) report the advantages of peer response as follows:

1) Text-centered peer cooperation is mutually supportive and instructive (Gaudiani, 1981) and supports "social growth" (Huff & Kline, 1987, p.137).

2) Peer collaboration contributes to a comfortable atmosphere in which to discuss writing (Huff & Kline, 1987).

3) Peer interaction increase writers' awareness of their audience (Huff & Kline, 1987),

encouraging them to shift from writer-based to reader-based prose (Beaven, 1977; Horning, 1987).

4) In peer collaboration, writers must narrow the gap between intended meaning and the meaning which is presented in the text and understood by the reader/listener (Cumming, 1990). As Flower et at. (1986) note, the "social contract between writer and reader" (p. 50) forms a useful basis for diagnosis and revision (cf. Beach, 1976).

5) Peer response decreases teachers' making responsibilities while increasing opportunities for student writing (Huff & Kline, 1987; Peckham, 1987), whereas written teacher feedback alone has been found to be only minimally effective (Kepner, 1991) or even to inhibit production (Hillocks, 1986).

6) Using other students as readers and reviewers avoids the demoralizing problem of having students entirely ignore teachers' corrections and comments (Gaudiani, 1981). Teachers' written comments are frequently ineffectual at improving the quality of student writing (Cohen & Cavalcanti, 1990; Kepner, 1991; Leki, 1990a, Robb et al., 1986).

The previous research was done in the situation of ESL, and the advantages may not be effective for learners in the situation of EFL, especially for novice learners. In the case of junior high school students in Japan, considering their writing and reviewing ability, the effects of No.4 and 5 outlined by Ferris and Hedgcock above may not be expected. However, the others may be effective for Japanese students, especially No.3 and 8. Previous research reports that learners from East Asia had negative stances to peer review (Mangelsdorf & Schlumberger,1992), on the contrary, another reports that Chinese learners had positive stances in the peer review activity (Carson & Nelson, 1996). What is important is a firm plan by a teacher, making the atmosphere where learners can participate in the activity without

hesitation, and giving enough practice before the activity (Carson & Nelson, 1994). And the way in which teachers intervene in the activity is important as well. Okabe (2011) insists that peer feedback encourages writers to self-review, and Fujieda (2007) reports that peer feedback is beneficial for learners to reflect and to examine their draft. Moreover, Nakanishi and Akahori (2005) argue that when learners respond to peers' writing, they re-read and analyze their own writing, and doing that establishes critical thinking, which is necessary as rewriting. Although the subjects in the three research reports are not junior high school students, peer review in the EFL situation can be considered a beneficial treatment to master self-revising ability. While the present condition, teaching in class in Japan, does not seem to be suitable for mastering the self-revising ability, it seems to be very meaningful to use the treatment for junior high school students. If junior high school students master the base of the ability, they will be able to develop it in high school and college.

2.4.2 Effects on writers and reviewers by peer review

The present research tries to verify the effects on both writers and reviewers. In the peer review activity, learners have two roles, both as writer and reviewer. In previous research, Nelson and Murphy (1993), and Mendonça and Johnson (1994) verify advantages from the writer's perspective, Lundstorm and Baker (2009), Min (2005), Kamimura (2006), Tsui and Ng (2000), Yakame (2005), and Hirose (2009) verify advantages from the reviewer's perspective.

On the one hand, the previous research argues that writers receive peers' feedback about the contents of a composition and that they revise it using the peers' feedback and developing the contents, on the other hand, some research reports that learners do not use peers' feedback in revising. This is largely because they prefer teachers' feedback to that of

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peers' (Tsui & Ng, 2000). One remarkable research reports that learners actually self-revise more than teachers' feedback (Connor & Asenavage, 1994).

In this research, the effects on reviewers are observed and verified as well as writers. Rollinson (2005) insists that peer review yields advantages for the both writer and reviewer, and Lundstorm and Baker (2009) conclude that experiencing reviewing improves global aspects, organization, development, and cohesion in a reviewer's writing.

Based on such research, this research examines how junior high school students feel and what aspects they gain or improve when they experience peer review. In Japan, the condition of a class or school cannot give enough instruction to each student. That is why, if the experience of reviewing improves writing ability, this treatment should be used for students.

2.5 Collaborative learning and Vygotsky's Zone of Proximal Development

As peer review is an activity in which learners teach each other through interaction, it can be seen as a form of collaborative learning. A number of researchers have adopted Vygotsky's Zone of Proximal Development from the view of a socio-cultural framework, including collaborative learning and scaffolding, and they insist on the effects of collaborative learning/peer review (Carson & Nelson, 1994; Hansen & Liu, 2005; Lundstrom & Baker, 2009; Li Li, 2014; Mendonça & Johnson, 1994; Okabe, 2011; Villamil & de De Guerrero, 1998). Although Vygotsky did not offered Zone of Proximal Development as a means to acquire L2, he insists that when a learner who is struggling about something but is within his/her ZPD receives support or help from another, who has higher and richer knowledge than him/her, he/she will be able to understand or solve the problem. From this theory, those researchers argue for the positive effects, which are possible during the peer review activities.

Wakabayashi (2013) insists that "peer feedback is more than merely a type of feedback but the dynamic process of reviewing peer texts and negotiating as both reviewer and writer. Through peer feedback, learners engage in critical evaluation of peer texts for the purpose of exchanging help for revision" (p. 177). In this research, since the students experience learning from each other and teaching each other through collaborative learning, the research utilizes peer review with a view toward an expectation of those effects on the students.

III. Purpose

Among Japanese learners of English, novice learners in particular have a sense of difficulty regarding speaking and writing skills in English, and therefore lack confidence in these two areas. Specifically, junior high school students' confidence in writing has been seen to be low. This situation is confirmed by the results of the pre-survey conducted in February, 2014 and the pre-instructional survey performed and outlined in this research as described in Introduction. However, students also recognize the importance of improving English ability overall as well as writing. As for the writing ability of third year junior high school students, the results of a survey by the National Institute for Educational Policy Research asserts that their writing is not at the level at which it should be. Therefore specific countermeasures are necessary to address the low level of junior high school students' writing ability.

Grounded on those junior high school students' attitudes to writing and their writing ability, this research focuses on peer review. Peer review in writing is believed to have various effects, and thus it is examined to judge if it would influence novice learners effectively. Since junior high school students are required to acquire the ability to write passages with "unity," a primary aim of the research is to examine how peer review can improve their writing ability, a corollary aim is to investigate how both the quantity and quality of writing can be increased through peer review. A final aim of the research is to examine if peer review could reduce the anxiety that students felt about writing while also fostering positive attitudes to writing. Thus, through the research, the following three research questions have been addressed.

RQ 1) What influences does peer review have on junior high school students writing of English passages with unity?

RQ 2) What influences does peer review have on junior high school students increasing the

amount of their English passages?

RQ 3) How does peer review change students' attitudes to writing in English?

IV. Method

4.1 Participants

A total of 96 second-year junior high school students took part in the research. When they were first-year students in the previous school year, they did not have an experience of free composition writing in English, and it seems that they spent little time in undertaking English composition writing.

Only 58 (19 male and 39 female students) out of the 96 students experienced all the three peer review activities, thus providing reliable data for full analysis. Of the 38 students who were excluded from the data analysis, 11 students missed at least one peer review activity and either or both the pre and post-tests. The remaining 27 students were not able to write a sufficient amount of English in their passages to be included in the peer review activities. Those 27 students were given special writing assignments during the writing lessons. Although full analysis of the writing data and the results of a reflective self-assessment of the activities were conducted with the above-mentioned 58 students, the analysis of the pre and post-questionnaire data was carried out with 57 students. For the reflective interviews, six students were asked to participate: two of them were defined as belonging to a level A English ability group (within the upper 25% of the students who sat for an internal English proficiency test conducted at the end of their first year of junior high school), three as belonging to a level B English ability group (within the next 50% of the students), and one as belonging to a level C (in the lower 25%).

4.2 Materials and procedures

4.2.1 Pre-instructional survey

(1) Questionnaire

A pre-questionnaire was conducted on May 8, 2014, comprising 15 minutes (see Appendix A and B).

(2) Pre-test

As a pre-test, the students wrote an essay on the topic "My Hobby" for a time period of 25 minutes on the same day as the pre-questionnaire. For this essay activity, they were not allowed to use a dictionary.

4.2.2 Writing Instruction Sessions

(1) Writing Instruction Session 1

As it was the first time for the students to learn essay writing, they learned and practiced a procedure of process writing before they actually started Writing Instruction Session (see Appendix H), undertaken over the period May 19–May 27. The steps of this instruction are outlined below.

① How to write essay writing

First, they learned about brainstorming, and other important points of essay writing such as outlining. Students were instructed to actually practice brainstorming in groups of four members, after which they practiced outlining and engaged in writing passages (see Appendix I). This instruction took 50 minutes.

② Essay writing 1

They brainstormed for 15 minutes, made an outline in 10 minutes, and then wrote a

first draft within 20 minutes on the topic "What I Did during the Spring Vacation" (see Appendix J). As this activity was to check the students' writing ability, in this case, they were not allowed to use a dictionary. After this, in the case of writing the second draft in this Session and in Sessions 2 and 3, the students were allowed to use an English-Japanese dictionary, although all of them did not do so.

③ How to review

As a third step, the students were taught about peer review and actually practiced reviewing for 40 minutes (see Appendix K).

④ Peer review activity

For those students who participated in the peer review activity, first, they read through their peer's draft and gave reviews about the contents and language forms in written form. Then they orally explained their reviews to their peer. This took 30 minutes to complete. The remaining students (those who did not participate in the peer review activity because they could not write a sufficient amount to review) practiced writing passages and reviewing.

After the peer review activity for the first draft in Session 1 (but not in Sessions 2 and 3), the researcher-teacher gave feedback to show a model of reviewing and to check their wrong reviews. Following this, the students wrote a second draft referring to their peer's reviews and the teacher's feedback. The students changed their peer in each Session; in total they had three different peers.

⑤ Second draft and the reflective self-assessment

The students wrote a second draft within 15 minutes with use of an English-Japanese

dictionary allowed (see Appendix L). Following this, they responded to the reflective self-assessment within 10 minutes (see Appendix E and F).

⑥ Introduction of the second drafts

In order to show a sample of good essay writing, students were given two good essays and encouraged to study and learn from them.

(2) Writing Instruction Session 2

After completing Writing Instruction Session 1, the students studied the textbook, and they started the research Writing Instruction Session 2, where they undertook the following activities over the period June 12–June 25.

① Essay writing 2

The students wrote an essay on the topic "My Favorite Food." Before beginning to write, they first brainstormed about contents in a group, made an outline individually, and then wrote a first draft (with or without an English-Japanese dictionary). The entire sequence took 45minutes all together.

② Peer review activity and rewriting

As same as in Session 1, some students participated in the peer review activity and they wrote a second draft referring to their peer's reviews. This activity took 45 minutes all together. The remaining practiced writing passages and reviewing.

③ Reflective self-assessment

The students who participated in the peer review activity completed the reflective self-assessment within 10 minutes.

④ Introduction of the second drafts

As in Writing Instruction Session 1, in order to show a sample of good essay writing, students were given two good essays and encouraged to study and learn from them.

(3) Writing Instruction Session 3

The students started Writing Instruction Session 3 with the same procedure as Session 2 after finishing one lesson of the textbook. The topic of an essay was "My Plan of the Summer Vacation", and Session was undertaken on July 7 and 8.

4.2.3 Post-instructional survey

As the post-survey, the following activities were carried out on July 9 and 10.

(1) Post-test

As a post-test, the students wrote on the same topic as they had written on in the pre-test, within 25 minutes. For this post-test, they were not allowed to use a dictionary.

(2) Questionnaire

As a post-questionnaire, students answered questions about writing, peer review, and their attitudes to writing (see Appendix C and D).

(3) Reflective interviews

As one part of the post-instructional survey, six students whose English ability was at different levels were asked about their own writing, giving reviews, receiving reviews, and the peer review activities in general in August (see Appendix G).

4.3 Data analysis

4.3.1 Examination of the effectiveness of the program

In order to examine the effectiveness of the peer review activities implemented in this program, the data obtained from the pre and post-instructional surveys were analyzed in the manners explained below.

(1) Comparison of the pre and post-tests

The students were given the same topic as a pre-test and as a post-test, and the two writing samples were examined by a *t*-test and analyzed on the basis of the following categories.

① The viewpoints of content: 1) expressiveness of content, 2) persuasiveness of content, 3) quantity of information.

② The viewpoints of organization of an essay: 1) topic sentence, 2) coherence of essay, 3) cohesion of sentences.

③ The viewpoints of grammar about the entire passages: 1) vocabulary, 2) grammar.

④ The number of words.

⑤ The number of words contributing to cohesion, i.e., conjunction, pronoun, and adverb.

⑥ Average length of sentence.

⑦ Average length of sentence without errors.

(2) Questionnaire

The changes of the students' attitudes to writing through peer review was examined by the pre and post-questionnaires.

4.3.2 Examination of the peer review activities in Writing Instruction Sessions

With a view toward examining the students' learning in the peer review activities employed in each Writing Instruction Session, the essay drafts produced were analyzed together with their self-evaluative reflections of the activities.

(1) Results of one way analysis of variance of the first drafts

The three first drafts in Writing Instruction Sessions 1–3 were analyzed by one way analysis of variance (ANOVA), and the changes observed in each of the above-mentioned categories are examined. It is clear that true changes, what can be termed progress, in the three first drafts can be seen since the first draft in each Session was not given feedback by the researcher-teacher or reviews by a peer.

(2) Results of the *t*-test for the first and second drafts

The first and second drafts in each Writing Instruction Session were analyzed by a *t*-test, and the changes observed in each of the above-mentioned categories are examined.

(3) Analysis of the reflective self-assessments

The students replied to a reflective self-assessment using a 5 point Likert scale and free written responses. The assessments asked how they did the peer review activity, what review they received, or if they could improve their second draft by self-revision.

(4) Reflective interviews

Six students were selected from three different levels of English ability and interviewed. The interview was conducted to qualitatively examine the students' perceived improvement in their writing, their perceived effectiveness of giving and receiving peer review, their general attitudes toward peer review.

V. Results

In order to examine improvement of passages of "unity", the areas of "content", "organization", "grammar", and "words contributing to cohesion" and "words for cohesion" hereafter are set, and they are used to study passages with unity as the basis of data analysis. Analysis of "content" consists of the following viewpoints: 1) expressiveness of content, 2) persuasiveness of content, and 3) quantity of information, and each category is assigned two points for a total of six points. "Organization" consists of 1) topic sentence, 2) coherence of essay, and 3) cohesion of sentences, and each is assigned two points for a total of six points. "Grammar" consists of 1) vocabulary and 2) grammar, and each is assigned two points for a total of four points. As "words for cohesion", the number of conjunction, pronoun, and adverb are counted.

Since to write passages with unity requires a sufficient amount of writing, "the number of words", "average length of sentence", and "average length of sentence without errors" are set, and they are used to search "the amount of writing". "Average length of sentence" means the ability of writing sentences, and it correlates with the amount of writing. Since if a learner can write a longer sentence, it means that he/she can efficiently use various phraseology and more complicate sentence structures in one sentence. Furthermore, "average length of sentence without errors" is set as an object because it contributes to reading easily and exact understanding.

In order to examine changes of "attitudes to writing", verbal data is used as qualitative data, and a Likert scale instrument is used as quantitative data.

5.1 Examination of the effectiveness of the program

(1) Comparison of the pre and post-tests

① Analysis of the unity of passages

The categories of *Content, Organization, Grammar,* and *Words for Cohesion* were analyzed. The post-test shows significant improvement in the scores in *Content* ($t=5.76$, $p<.01$), *Organization* ($t=7.31$, $p<.01$), and *Grammar* ($t=3.04$, $p<.01$). As for *Words for Cohesion*, there were more conjunctions and pronouns used in the students' essay in the post-test, leading to significant increase in *Words for Cohesion* ($t=6.28$, $p<.01$).

② Analysis of the amount of the passage

Here, the categories of *Number of Words, Average Length of Sentence*, and *Average Length of Sentence without Errors* are analyzed. Since *Average Length of Sentence without Errors* contributes to reading easily and exact understanding, it is analyzed as well.

As for *Number of Words*, the average word count significantly increased from 23.48 in the pre-test to 31.66 in the post-test ($t=4.65$, $p<.01$). *Average Length of Sentence*, which is the average word count in one sentence, also increased significantly from 4.34 in the pre-test to 5.34 in the post-test ($t=6.47$, $p<.01$). Furthermore, *Average Length of Sentence without Errors*, which is the average word count in a sentence without errors, shows a significant increase from 3.57 in the pre-test to 4.64 in the post-test ($t=3.14$, $p<.01$).

Table 1.

Results of the t-test of Pre and Post-tests

Variable	Pre-test		Post-test		*t*-test	
	M	*SD*	*M*	*SD*	*t*(57)	*P*
Content	1.43	1.61	2.53	1.81	5.76	.00**
Organization	2.50	1.75	4.19	1.70	7.31	.00**
Grammar	1.35	1.19	1.88	1.37	3.04	.004**
Words for Cohesion	0.76	1.22	2.12	1.58	6.28	.00**
Number of Words	23.48	13.95	31.66	11.02	4.65	.00**
Average Length of Sentence	4.34	0.88	5.34	0.97	6.47	.00**
Average Length of Sentence without Errors	3.57	1.82	4.64	2.16	3.14	.003**

**p<.01, *p<.05*

(2) Comparison of the pre and post-questionnaires

Table 2 shows the results of a *t*-test for Questions 1–13 of the pre and post-questionnaires (see Appendix A and B). Questions 1 and 2 ask about English as a subject at junior high school, Questions 3–6 ask about writing in English, and Questions 7–13 ask about difficulties in writing. As for the questions requiring written answers, the students' responses were categorized according to their entry contents. Figures 1–7 below show the percentage of each category, which means what percentage of the students answered. Figures 1–4 show the percentages about receiving reviews, and Figures 5–7 show the percentages about giving reviews.

Table 2.

Results of the t-test of Pre and Post-questionnaires

	Pre-questionnaire		Post-questionnaire		t-test	
Variable	*M*	*SD*	*M*	*SD*	*t*(56)	*p*
No.1	3.44	1.15	3.37	1.11	-0.53	.60
No.2	2.56	1.27	2.54	1.24	-0.15	.87
No.3	2.40	1.24	2.44	1.09	0.31	.76
No.4	3.42	1.21	3.67	1.09	1.84	.07
No.5	2.93	1.10	2.84	1.16	-0.54	.59
No.6	2.05	1.14	2.05	1.16	0.00	1.00
No.7	3.12	1.32	3.14	1.33	0.10	.92
No.8	3.28	1.37	3.26	1.20	-0.09	.93
No.9	3.58	1.34	3.40	1.18	-0.82	.42
No.10	2.81	1.30	2.56	1.36	-1.40	.17
No.11	2.77	1.12	2.65	1.19	-0.73	.47
No.12	2.23	1.05	2.04	1.16	-1.38	.18
No.13	3.11	1.37	2.75	1.27	-1.73	.09

**p<.01, *p<.05

① Students' desire to inform by writing

While the categories about positive attitudes or confidence in English in the pre and post-questionnaires, specifically Question 1 (*I like English better than the all other subjects at school*), Question 2 (*I am good at English as compared with other subjects at school*) and Question 3 (*I am confident about writing in English*), do not show significance differences,

Question 4 (*I would like to tell my opinions or thoughts by writing in English*), where the mean value changes from 3.42 to 3.67, shows a difference with a tendency for significance.

② Difficulties in writing

While the categories about the difficulties in writing, specifically Question 7 (*I don't know words*), Question 8 (*I don't know word orders of English sentences*), Question 9 (*I don't know how to connect sentences*), Question 10 (*I can't think about what to write*), Question 11 (*I can't organize or edit the content*), and Question 12 (*I don't know how to express even with one sentence*) do not show significant differences, Question 13 (*I don't know how to express with more than two sentences*), where the mean value change from 3.11 to 2.75, which means that the students can reduce the difficulty in writing, shows a difference with a tendency for significance.

③ Effects by reviewing

The categories about effects by reading peers' writing in the pre-questionnaire, specifically Question 19 (*It is useful or helpful to read others' drafts when you write a draft*), and the categories about effects by reviewing peers' writing in the post-questionnaire, specifically Item 6 of Question 18 (*It is beneficial or helpful to write sentences on my own by reviewing peers' drafts*), as for a comparison between No.19 and Item 6 of No.18, where the mean value changes from 4.42 to 4.44, there is no significant difference. The explanation for this is because the mean value in No.19 in the pre-questionnaire is originally high and no significant difference can be yielded between the mean value changes between the pre and post-questionnaires.

④ Taking in reviews about the contents in the second draft

　　　Question 17 includes five questions about receiving reviews in the post-questionnaire. As for Item 2 of No.17 (*What did you take in from the peers' reviews about the contents to write the second draft?*), the category of *Conjunction* is the highest response at 28.07%, followed by the category of *Concretized and Detailed Contents* at 19.30%. An additional response regarding contents, *Add Concluded Sentence or Views* had a response percentage of 3.51%.
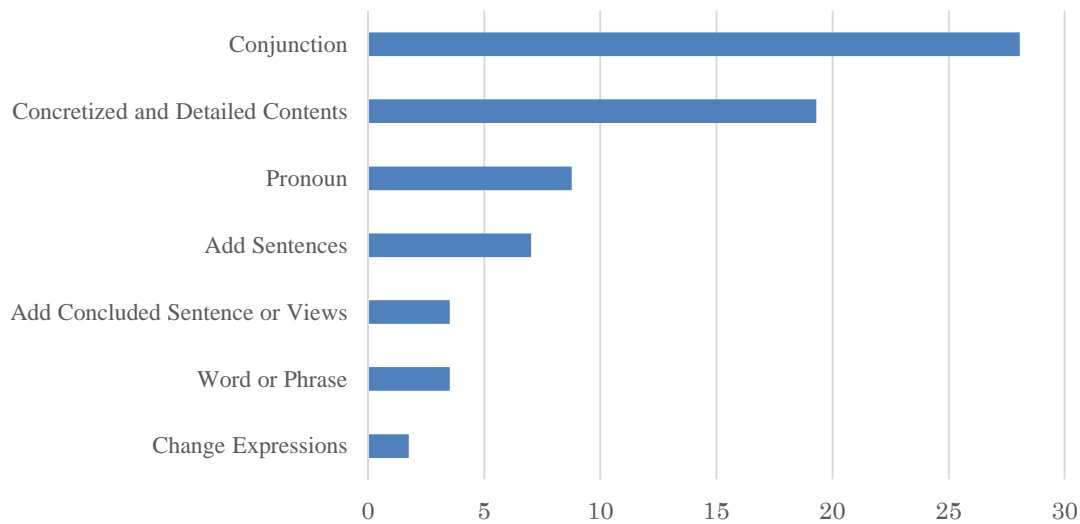

Figure 1. Students' Comments on Receiving Reviews in Post-questionnaire (Q17-2)

⑤ Taking in reviews of errors by peers in the second draft

　　　Concerning Item 4 of Question 17 in the post-questionnaire (*What did you take in from the peers' reviews of errors to write the second draft?*), the category of *Spelling Mistake* had the highest response at 42.11%, followed by *Verb and Tense* at 29.82%, *Grammar* at 17.54%, and *Words* at 15.79%.
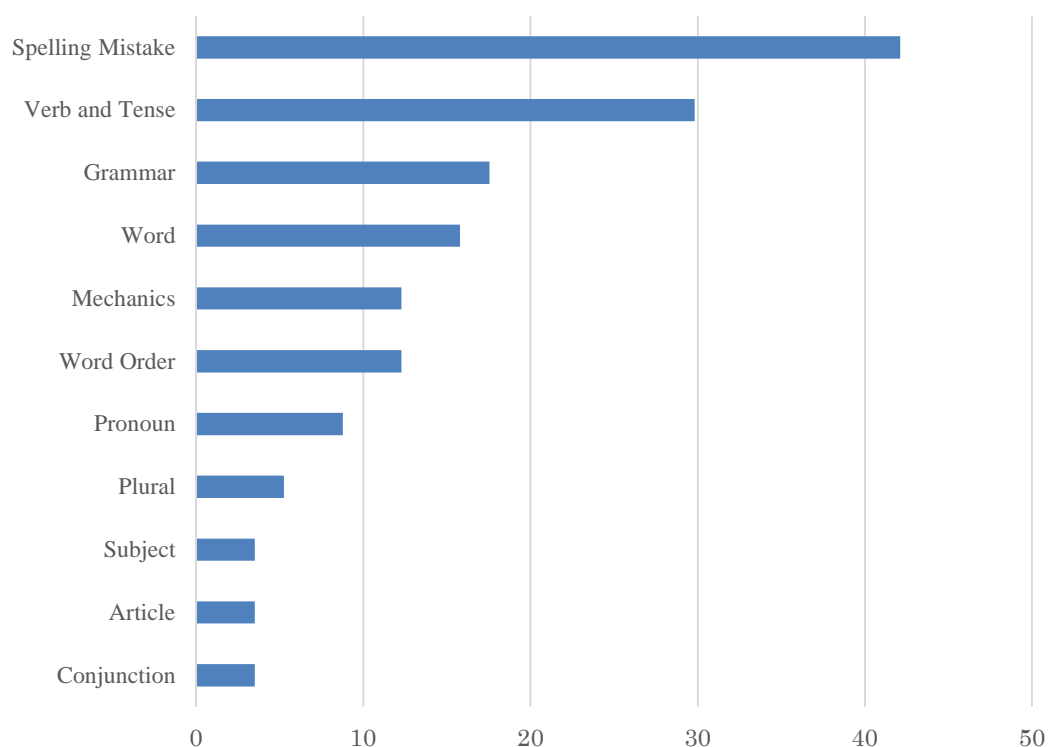
Figure 2. Students' Comments on Taking in Reviews in Post-questionnaire (Q17-4)

⑥ Changes in the students' ideas about receiving reviews

Regarding Question 17 in the pre-questionnaire (*What do you think about the activity that your errors in the draft are pointed out or you receive some advice about the contents?*), out of the 57 students, 51 (89.47%) agree with receiving reviews positively, and four (7.02%) agree with it passively because they feel anxious or embarrassed. This means that most of them are positive with it in the pre-survey. Also as for receiving reviews, the largest opinion (35.38%) is that it is helpful and useful for themselves, and another opinion (7.69%) is that it is for each other.

Regarding Item 5 of Question 17 in the post-questionnaire (*What do you think about having your essays reviewed by a peer now?*), 56 of the 57 students agree with

receiving reviews. And while the largest opinion (56.14%) is *Notice, Reduce or Correct Error*, there are other opinions: *Important and Enjoyable* at 14.04%, *Improve Writing Ability* and *Use for Next Writing* each at 10.53%, and *Extend or Organize Contents* at 8.77%.
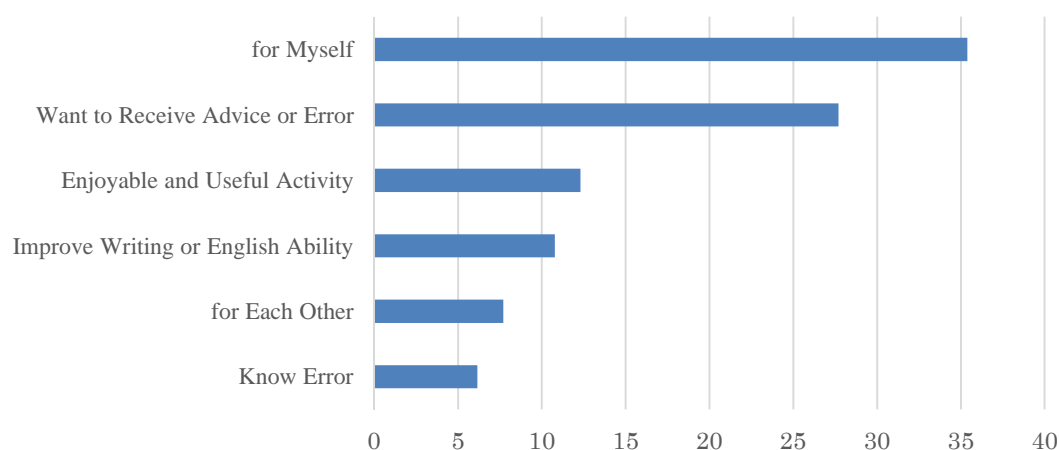

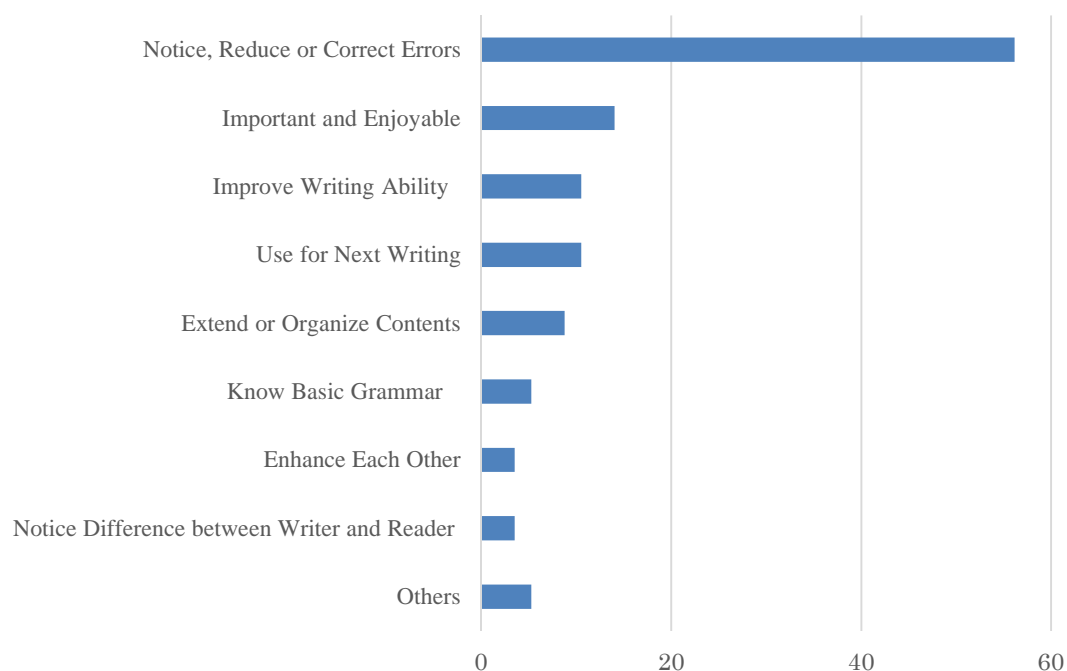*Figure 3*. Students' Comments on Receiving Reviews in Pre-questionnaire (Q17)

Figure 4. Students' Comments on Receiving Reviews in Post-questionnaire (Q17-5)

⑦ Effects of reviewing

Question 18 in the post-questionnaire is about giving reviews, regarding Item 7 of No.18 (*As to reviewing, what is beneficial or useful to your writing?*), the largest and third largest responses are concerning language forms: *Reduce Error* (26.32%), *Learn Word, Grammar and/or Word Order* (14.04%). The second largest and fourth largest responses, which are concerning the contents, are *Refer to Good Contents and Expression* (15.79%), and *Use for Next Writing* (12.28%).

Judging from the above, it is clear that responses about language forms are of more concern here than the contents, though the students' consideration is toward the contents as well.
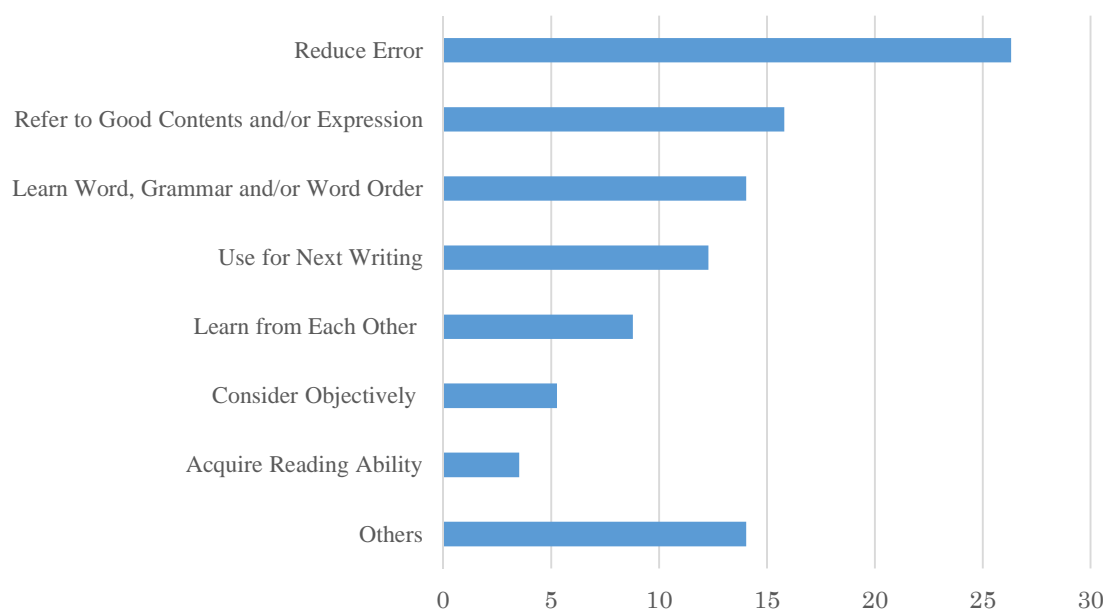

Figure 5. Students' Comments on Reviewing in Post-questionnaire (Q18-7)

⑧ Students' ideas about peer review

In regard to the categories about giving reviews, specifically Question 20 in the pre-questionnaire (*What do you think about the activity where you point out errors in others' drafts, or give comments or some advice?*), 43 students agree with giving reviews positively, and six students, who feel anxious or embarrassed, agree with it passively. Also seven, who do not want to review or feel anxious, disagree, and one has no answer about it.

As for Item 8 of Question 18 in the post-questionnaire (*What do you think about reviewing peers' drafts?*), 54 students agree with it. And they think that it is *for each other* and *for themselves*, with each response percentage at 19.30%. Concerning those who responded that they think it is *for their peer*, the percentage is 7.02%. Also the students, who had a negative attitude to peer review because they felt worried or embarrassed, have come to have a positive attitude. It is because they think that peer review is helpful for improving their English and writing ability. Thus, it is clear that the students who think that reviewing is *for each other* and *for themselves* are more common than *for their peers*.
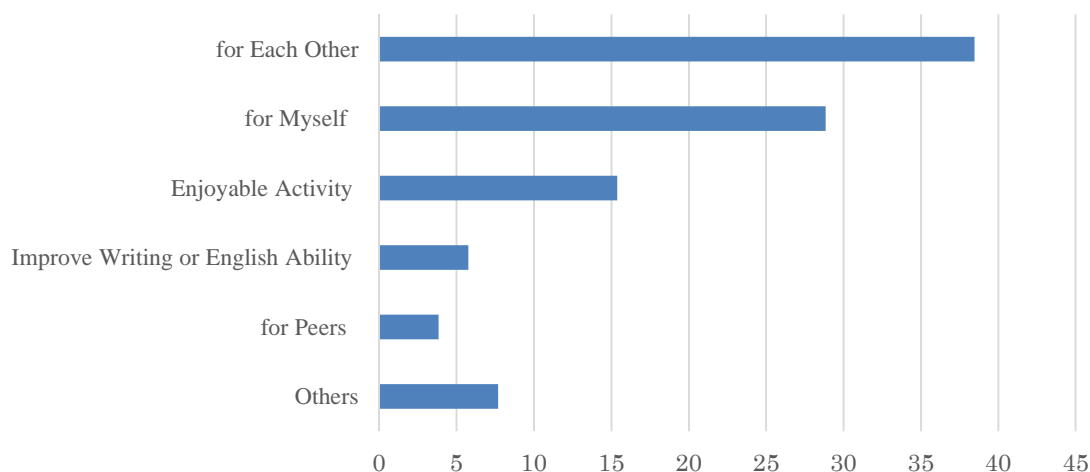

Figure 6. Students' Comments on Peer Review Activity in Pre-questionnaire (Q20)
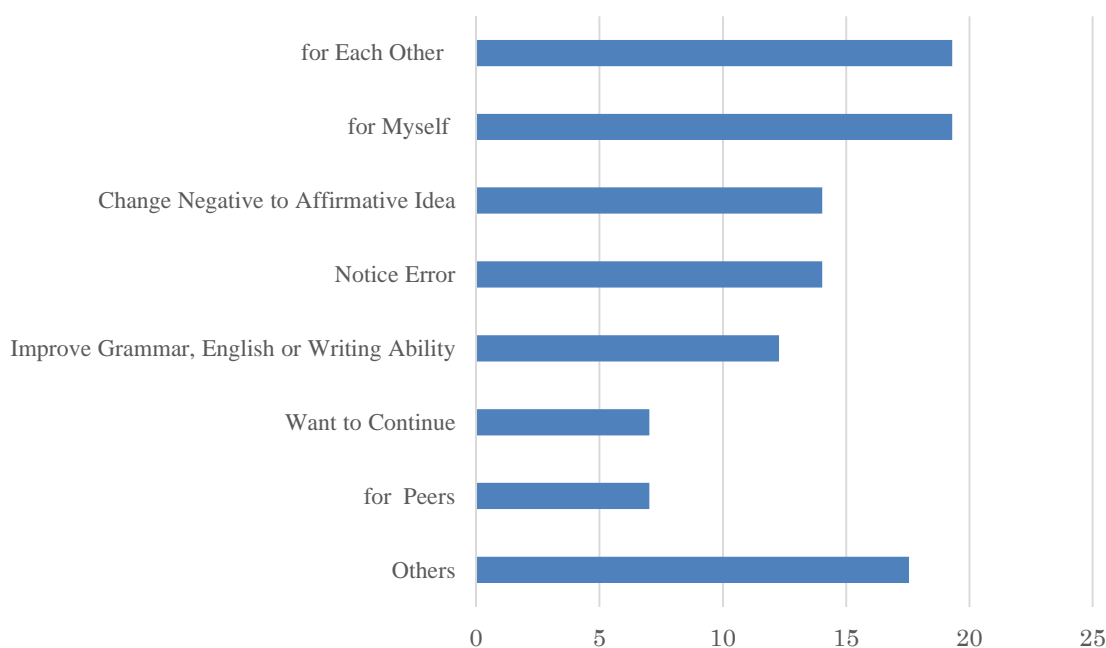
Figure 7. Students' Comments on Reviewing in the Post-questionnaire (Q18-8)

⑨ Students' ideas about the amount of writing

In the post-questionnaire, it was not seen that the students think the writing activities through peer review is helpful or effective in the amount of writing.

5.2 Examination of the peer review activities in Writing Instruction Sessions

(1) Results of ANOVA in the three first drafts in Writing Instruction Sessions 1–3

①Analysis of the unity of passages

The categories of *Content, Organization, Grammar,* and *Words for Cohesion* were analyzed. Regarding a comparison between Writing Instruction Sessions 1 and 2, *Content* (t=4.39, p<.01), *Organization* (t=7.54, p<.01), *Grammar* (t=4.53, p<.01), and *Words for Cohesion* (t=2.72, p<.05) in Session 2 significantly improve. As for a comparison between Sessions 1 and 3, *Content* (t=5.27, p<.01), *Organization* (t=6.79, p<.01), and *Grammar*

(t=3.18, p<.01) in Session 3 improve significantly, although *Words for Cohesion* does not show a significant difference. However, concerning a comparison between Sessions 2 and 3, none of the categories show a significant difference.

② Analysis of the amount of the passage

Here, the categories of *Number of Words, Average Length of Sentence*, and *Average Length of Sentence without Errors* are analyzed. Regarding *Number of Words*, as for a comparison between Sessions 1 (19.83 words) and 2 (21.83 words), there is no significant difference. As to a comparison between Sessions 1 and 3, Session 3 (29.31 words) improves significantly (t=7.72, p<.01), and as to a comparison between Sessions 2 and 3, Session 3 improves significantly (t=6.10, p<.01). Since in Session 3, the students wrote a few events about the vacation, it caused *Number of words* to increase compared with Sessions 1 and 2.

Regarding *Average Length of Sentence*, there is no significant difference between Session 1 (4.56 words) and Session 2 (5.06 words), however, Session 3 (7.12 words) increases significantly compared with Session 1 (t=11.03, p<.01) and Session 2 (t=8.88, p<.01).

In terms of *Average Length of Sentence without Errors,* Session 2 (4.18 words) improves significantly compared with Session 1 (2.36 words) (t=4.08, p<.01), and Session 3 (6.17 words) significantly improves compared with Session 1 (t=8.52, p<.01). Moreover, Session 3 shows a significant difference compared with Session 2 (t=4.45, p<.01).

(2) Results of the *t*-test of the first and second drafts in Writing Instruction Sessions

Tables 3–5 below show the results of a comparison between the first draft and the second draft in each Writing Instruction Session. And each Session shows the results of the comparison in terms of "unity" and "amount" of passages.

A. Writing Instruction Session 1

In case of Session 1, since the students experienced peer review for the first time, feedback by the researcher-teacher was given to their first draft after peer review to show a model of reviewing or comments. As for the first draft in Sessions 2 and 3, no feedback was given.

① Analysis of the unity of passages

As Table 3 shows, *Content* ($t=13.46$, $p<.01$), *Organization* ($t=10.15$, $p<.01$), *Grammar* ($t=11.01$, $p<.01$), and *Words for Cohesion* ($t=3.88$, $p<.01$) improves significantly in the second draft.

② Analysis of the amount of the passage

Regarding the amount of passages, *Number of Words* significantly increases from 19.62 words in the first draft to 25.28 in the second draft ($t=7.05$, $p<.01$). However, *Average Length of Sentence* significantly increases from 4.74 words in the first draft to 5.48 in the second draft ($t=4.67$, $p<.01$). *Average Length of Sentence without Errors* significantly increases from 2.43 words in the first draft to 5.60 in the second draft ($t=5.60$, $p<.01$) as well.

Table 3.

Results of the t-test of First and Second Drafts in Writing Instruction Session 1

Variable	Draft 1		Draft 2		*t*-test	
	M	*SD*	*M*	*SD*	*t*(57)	*p*
Content	1.00	1.34	3.05	1.71	13.46	.00**
Organization	1.81	1.67	3.78	1.50	10.15	.00**
Grammar	0.91	1.19	2.69	1.16	11.01	.00**
Words for Cohesion	1.24	1.37	1.93	1.47	3.88	.00**
Number of Words	19.62	8.64	25.27	9.18	7.05	.00**
Average Length of Sentence	4.74	1.31	5.48	0.95	4.67	.00**
Average Length of Sentence without Errors	2.43	2.64	5.60	2.20	7.27	.00**

**p<.01, *p<.05

B. Writing Instruction Session 2

In case of Session 2, after the peer review activity, feedback by the teacher was not given to the first draft. However, it was given to the second/final draft.

① Analysis of the unity of passages

As Table 4 shows, *Content* (*t*=6.99, *p*<.01), *Organization* (*t*=4.87, *p*<.01), and *Grammar* (*t*=2.81, *p*<.01) improves significantly, and *Words for Cohesion* (*t*=1.72) shows a difference with a tendency for significance in the second draft.

② Analysis of the amount of the passage

Regarding the amount of passages, *Number of Words* significantly increases from 21.83 words in the first draft to 24.40 in the second draft (*t=4.48, p<.01*). However, as to *Average Length of Sentence* and *Average Length of Sentence without Errors,* there is no significant difference.

Table 4.

Results of the t-test of First and Second Drafts in Writing Instruction Session 2

Variable	Draft 1		Draft 2		t-test	
	M	*SD*	*M*	*SD*	*t*(57)	*p*
Content	1.78	1.75	2.69	1.87	6.99	.00**
Organization	3.38	1.47	4.00	1.53	4.87	.00**
Grammar	1.55	1.16	1.86	1.13	2.81	.00**
Words for Cohesion	1.83	1.75	3.05	6.27	1.82	.09
Number of Words	21.83	7.98	24.40	8.17	4.48	.00**
Average Length of Sentence	5.15	0.94	4.98	0.92	-1.52	.14
Average Length of Sentence without Errors	4.18	2.25	4.31	1.62	0.46	.65

**p<.01, *p<.05

C. Writing Instruction Session 3

In case of Session 3, as well as Session 2, feedback by the teacher was given to the second/final draft.

① Analysis of the unity of passages

As Table 5 shows, *Content* (t=7.14, p<.01), *Organization* (t=5.79, p<.01), *Grammar* (t=5.37, p<.01), and *Words for Cohesion* (t=3.63, p<.01) improves significantly in the second draft.

② Analysis of the amount of the passage

Regarding the amount of passages, *Number of Words* significantly increases from 29.31 words in the first draft to 32.10 in the second draft (t=4.2, p<.01) However, regarding *Average Length of Sentence* and *Average Length of Sentence without Errors,* there is no significant difference. As to the topic in Session 3, it needed newly learned grammar to describe the topic, it seems that the students had difficulties to use the grammar.

Table 5.

Results of the t-test of First and Second Drafts in the Writing Instruction Session 3

Variable	Draft 1		Draft 2		t-test	
	M	*SD*	*M*	*SD*	t(57)	*p*
Content	1.93	1.82	2.81	1.82	7.14	.00**
Organization	3.22	1.58	4.10	1.62	5.79	.00**
Grammar	1.36	1.22	2.10	1.47	5.37	.00**
Words for Cohesion	1.59	1.44	2.03	1.40	3.63	.001**
Number of Words	29.31	10.84	32.10	9.30	4.18	.00**
Average Length of Sentence	7.44	1.72	7.42	1.46	-0.12	.90
Average Length of Sentence without Errors	6.17	3.72	6.67	3.11	1.30	.20

**p<.01, *p<.05

(3) Reflective self-assessments after each Writing Instruction Session

After each Writing Instruction Session, the students replied to a reflective self-assessment by Yes/No, Likert scale, and free written answers (see Appendix E and F). Questions 1–3 asked about giving reviews, Question 4 asked about what they learned from their peer, Questions 5–7 and Question 10 asked about taking in reviews given by their peer, Questions 8 and 9 asked about rewriting the first draft, and Question 11 asked about self-revision. As for the questions requiring written answers, the students' responses were categorized according to their entry content. Figures 8–13 below show the percentage of each category.

① Contents and language forms of the second draft

As analysis of the contents and language forms of the second draft in each Writing Instruction Session, ANOVA was conducted with students' answers for Question 8 (*I could make the contents of the second draft better after I read through the first draft again*; answer by Likert scale) and Question 9 (*I could reduce errors in the second draft;* answer by Likert scale). As for the contents, there is no significant difference between Session 1 (*M*=4.14) and Session 2 (*M*=3.93), and also, there is no significant difference between Sessions 2 and 3 (*M*=3.84). However, Session 3 significantly declines compared with Session 1 (*t*=2.50, *p*<.05).

Regarding the language forms, there is no significant difference between Session 1 (*M*=4.38) and Session 2 (*M*=4.13). However, Session 3 (*M*=3.71) significantly declines compared with Session 1 (*t*=4.78, *p*<.01) Session 2 (*t*=2.97, *p*<.05).

② What the students learned from peers' writing

In order to analyze from peers' writing, content analysis was conducted with the students' free written answers to Question 4 (*Describe what you learned by reading the peer's draft*), yielding categories of the contents and language forms. As for the contents, comments on the quality and quantity of the information conveyed by the peers' writing (*Information*) has higher response rate. The percentages for this category are 10.34%, 15.52%, 20.69% for Writing Instruction Sessions 1–3 respectively. On the contrary, responses to the categories of *Compare or Refer to Own Writing* (Session 1: 12.07%, Session 2: 6.90%, Session 3: 1.72%) and *How to Tell Reader* (Session 1: 5.17%, Session 2: 8.62%, Session 3: 1.72%) are lower.

Regarding the language forms, the categories of *Grammar* (Session 1: 17.24%, Session 2: 15.52%, Session 3: 17.24%) and *Mechanics, Spelling, Word* (Session 1: 15.52%, Session 2: 17.24%, Session 3: 15.52%) are higher than the other categories in the first two Sessions, while the category of *Conjunction, Pronoun or Adverb* shows marked increase in Session (Session 1: 8.62%, Session 2: 8.62%, Session 3: 27.59%).
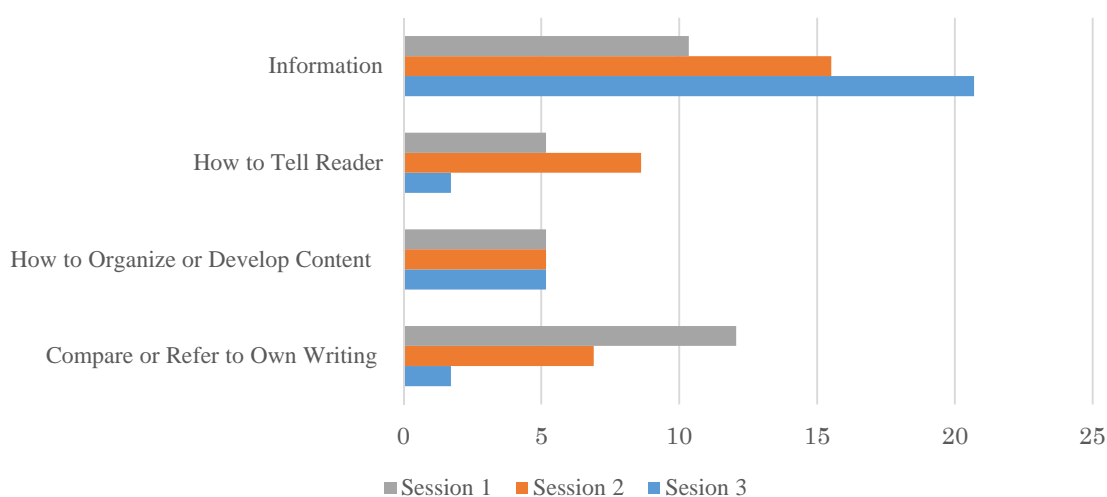

Figure 8. Students' Comments on Contents by Reading Peers' Writing in Reflective Self-assessments (Q-4)
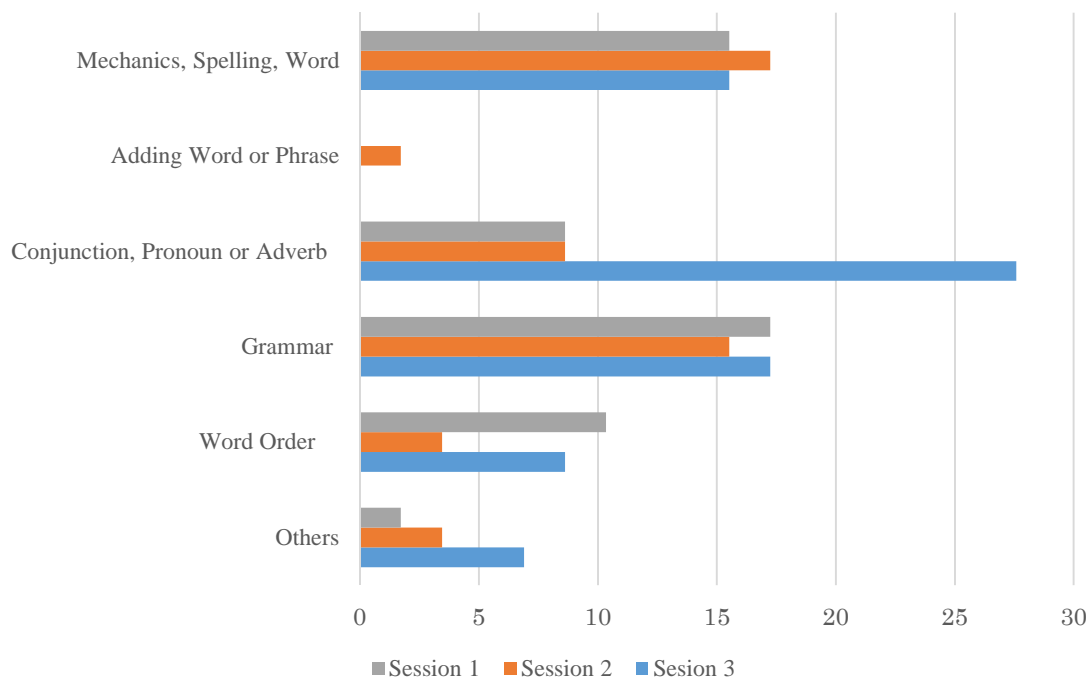
Figure 9. Students' Comments on Language Forms by Reading Peers' Writing in Reflective Self-assessments (Q-4)

③ What is taken in from reviews

In order to analyze from peers' advice or indication, content analysis was conducted with the students' free written answers to Question 10 (*Describe the advice or the indication by the peer specifically*). In terms of the contents, the category of *Add Information or Make It Understandable* (Session 1: 15.52%, Session 2: 18.97%, Session 3: 15.52%) has the highest response. Much of the advice or suggestions about the contents by peers focus on a key point: "Why don't you tell more specifically?" and "What is ○○?", and so on. This means that reviewers stood as a reader and the writers took in that review in rewriting consciously.

Regarding the language forms, specifically the categories of *Mechanics, Spellings, Word* (Session 1: 37.93%, Session 2: 13.79%, Session 3: 34.48%) and *Grammar* (Session 1:

29.31%, Session 2: 18.97%, Session 3: 34.48%) have higher responses. Judging from the side of reviewing, they are easy errors to notice, and the writers took in the review in rewriting.

Figure 10. Students' Comments on Taking in Reviews Regarding Contents in Reflective Self-assessments (Q-10)
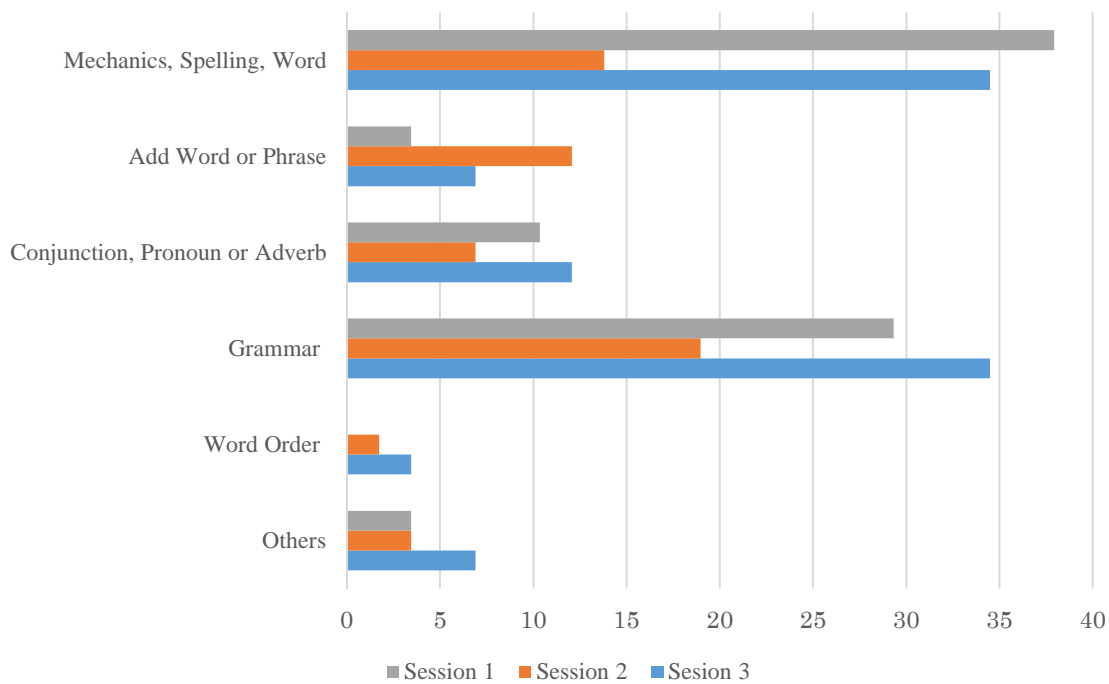
Figure 11. Students' Comments on Taking in Reviews Regarding Language Forms in Reflective Self-assessments (Q-10)

④ Self-revision

In order to analyze self-revision, content analysis was conducted with the students' free written answers to Question 11 (*Describe the correction that your realized on your own specifically*). As for the contents, the category of *Summarize or Make Content Understandable* (Session 1: 13.79%, Session 2: 10.30%, Session 3: 10.30%) has the highest response.

In terms of the language forms, the categories of *Mechanics, Spelling, Word* (Session 1: 20.69%, Session 2: 12.10%, Session 3: 24.14%), *Grammar* (Session 1: 18.97%, Session 2: 8.62%, Session 3: 10.34%), and *Conjunction, Pronoun or Adverb* (Session 1: 1.72%, Session 2: 12.10%, Session 3: 5.17%) have higher responses.
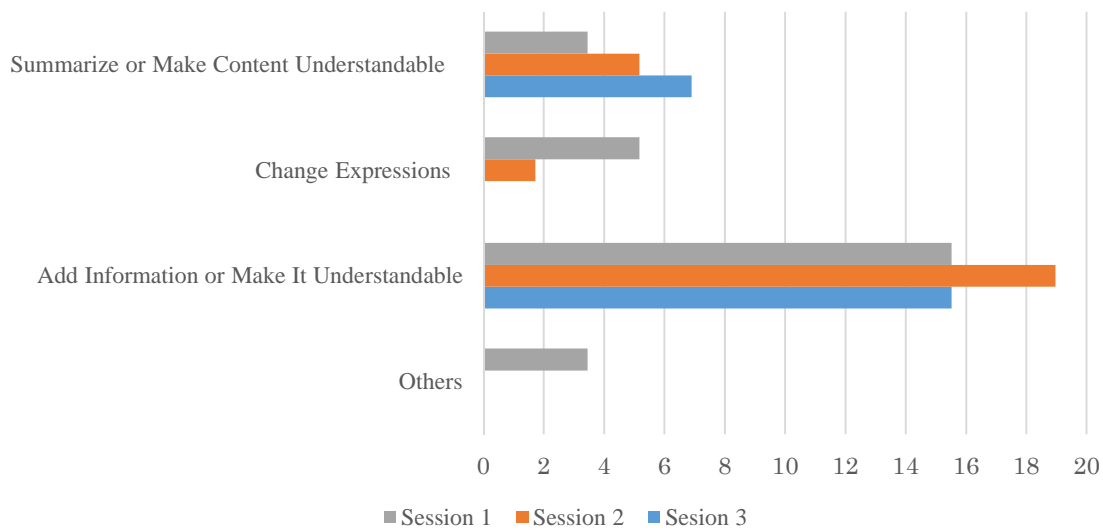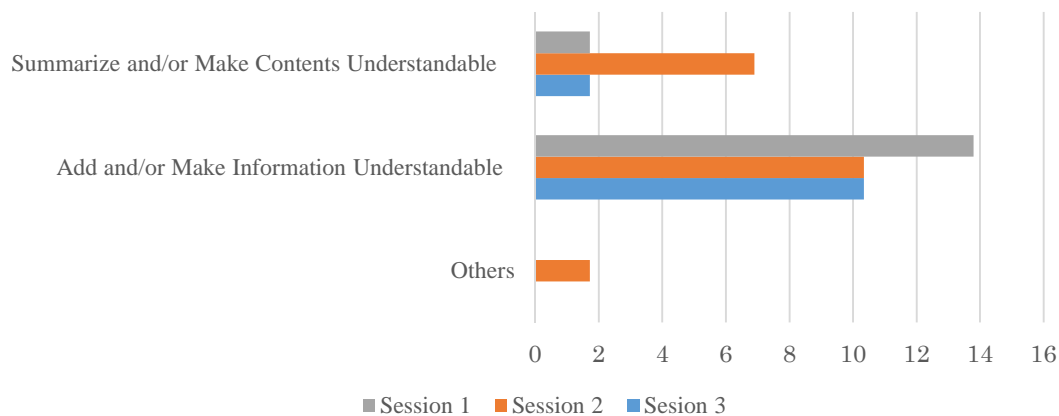

Figure 12. Students' Comments on Self-revision Regarding Contents in Reflective Self-assessments (Q-11)
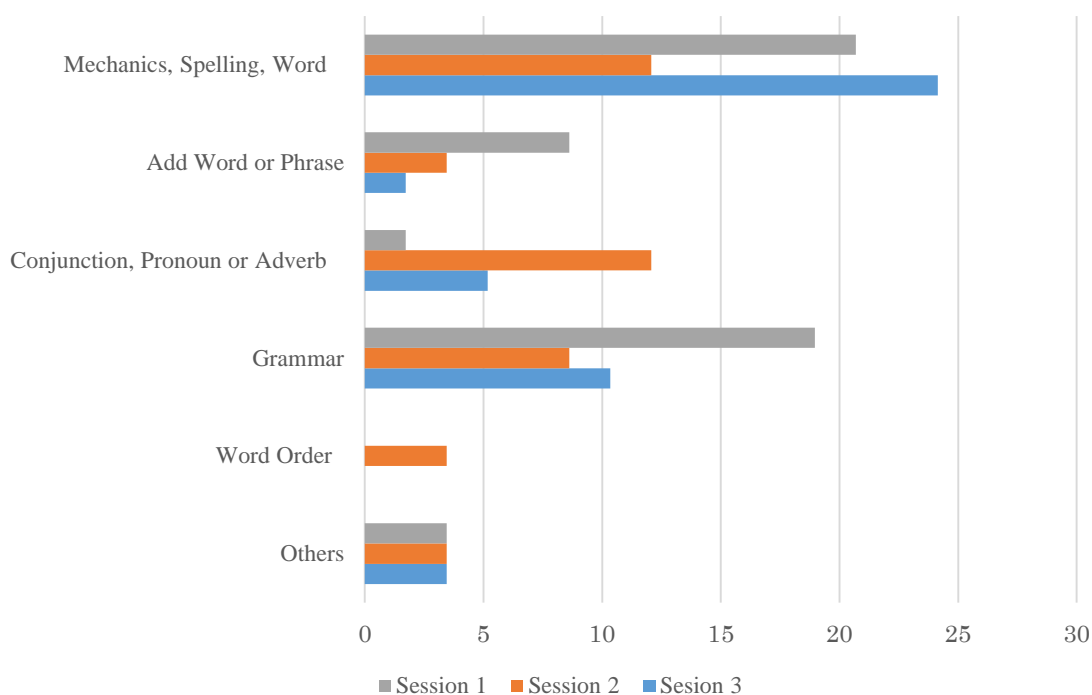
Figure 13. Students' Comments on Self-Revision Regarding Languages Forms in Reflective
Self-assessments (Q-11)

(4) Reflective interviews

Excerpts 1–13 below are the responses of Questions 1-13 by the six interviewees.
Excerpts 1–4 are concerning the interviewees' own writing, Excerpts 5–8 are concerning
giving reviews, Excerpts 9–12 are concerning receiving reviews, and Excerpt 13 is concerning
the peer review activities. All responses are translated by the researcher. However, some of
their responses regarding their recognition and attitudes to writing are written here, and all the
responses are in Appendix G.

① Interviewees' own writing

Comparing the interviewees' writing before Writing Instruction Sessions with their
writing after Sessions, five interviewees replied that their writing sentence level has changed,

and all of them replied that their writing passage level has changed (Questions 1 and 2). As for the sentence level, Student A1, whose English level is higher, and Level B, whose level is middle, and Student C1, whose level is lower, replied that they can understand word orders better than before, and they can use conjunctions and pronouns more and better.

As to the passage level, Al replied that she can now write a topic that she is not good at (No.2). Also A1, A2, B2, B3 and C1 replied that the contents has changed; for example, A1 replies that she thinks about passages with unity more, and A2 replies that he has become able to use conjunctions and pronouns. B2 replied that she tries to write more detailed or understandable contents. B3 and C1 replied that the contents have become ampler. As to the amount of writing, all replied that their sentences have become longer, they write more sentences, and they have increased the overall amount.

Regarding how to start writing an essay (No.3), they (except A2) reported that their writing way has changed. A1 and C1 have come to think about an outline, B1 and B2 try to make their essay understandable for readers, and B3 has tried to rewrite better sentences or passages.

Moreover, all say that they consider their writing has changed through Writing Instruction Sessions. They think that the amount and the contents have become more plentiful, and that it is easier for readers to understand their writing. Also they think that they try to write more developed essays.

Question 1 *Comparing your present sentences with your sentences before experiencing Writing Instruction Sessions, how have they changed? Or why haven't they changed?*

Excerpt 1.

A1　I could not use conjunctions before, but now I use them and write a composition with

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	more sentences. I understand word orders more than before. When I was doing the peer review activity, I was told words, and I could reduce mistakes.
A2	I have become able to write without hesitation. I can use conjunctions more than before. I have reduced errors about grammar.
B1	My sentences haven't changed very much. I am not confident in making sentences.
B2	Now I can write sentences in correct word orders. And I don't need time to write a sentence compared with before.
B3	I have become able to know word orders, and I can write correct sentences. Also I can use pronouns now.
C1	I can write sentences without hesitation, and my word orders are better.

Question 2 *Comparing your present passages with your passages before experiencing Writing Instruction Sessions, how have they changed? Or why haven't they changed?*

Excerpt 2.

A1	I couldn't write about a difficult topic. But now I can write about it. And my sentences are longer now, and I think about passages with unity. I can write more sentences than before.
A2	I have become able to use conjunctions and pronouns. I can write more sentences, but the length of a sentence has not changed.
B1	The length of a sentence has got longer, but I can't make detailed or rich contents.
B2	The length of a sentence is longer now, and I write more sentences now.
B3	I write more sentences than before and the contents have been better.
C1	I can make more sentences than before. I can make more understandable writing, and the contents have become better.

Question 3 *Comparing your present working on essay writing with your working before experiencing Writing Instruction Sessions, how has it changed? Or why hasn't it changed?*

Excerpt 3.

A1	I can write passages that readers can understand without difficulties, and I can make a good outline.
B1	I try to write understandable passages for readers, so I concentrate on not making errors of grammar or sentence structures.
B2	I have become able to make understandable writing for readers.
B3	I try to rewrite a better draft than the first one. But I haven't thought about grammar very much.
C1	I have become able to think about outlining, but I haven't thought about readers yet.

Question 4 *Experiencing the peer review activities, how do you think your writing has changed?*

Excerpt 4.

A1	I think I write passages using conjunctions and pronouns, and detailed content as well. Also I think I make less mistakes about grammar than before.
A2	My grammar hasn't changed, but the amount of writing has increased. And I try to develop better contents than before.
B1	The number of sentences has got increased, but when I am writing in English, I'm not confident in grammar. Now I have readers in mind.
B2	I have become able to write passages using pronouns and conjunctions, and passages with unity. And I try to write more detailed information and try to make it

> understandable for readers. I think the number of grammar errors has got fewer.
>
> B3   I tried to tell about something in one sentence before, but now I try to tell about it in 2 or 3 sentences and try to tell easy expressions for readers.
>
> C1   The amount of writing has increased, and I am confident. Now I try to write understandable passages for readers.

② Giving reviews

As for reviewing contents, Student C1 replied that he could not know whether his reviews were good for his peers. In case of B1, she replied that she could not give good reviews when her peer' writing was difficult to understand. However, she tries to tell a number of comments and it stimulates her peers to rewrite better. Although it seems that some students, who have good English ability, can give helpful or useful reviews, it seems that Level B or C cannot give helpful or specific advice that makes peers' passages improve. In terms of reviews about grammar, A1, A2, and B3 replied that they could give reviews about grammar, however, the others replied that they could not because they think that they are not confident in grammar.

Regarding giving reviews, one of them replied that it is for a partner, and the others replied that it is for each other. And the five told some opinions, such as "My peer's writing was informative", "I learned writing from my peer's".

Question 5 *When you read your peers' passages, did you understand the content? Or why couldn't you understand it?*

Excerpt 5.

> A1   When it was difficult to understand, I asked my peer and tried to understand it.

B1	I could not understand a composition by one student. He continued to use "I", so I didn't know what kind of advice should be given. And it wasn't easy to understand the contents.
C1	I could understand two third, I could understand easy passages.

Question 6 *Were your advice and suggestions helpful for your peer when he/she rewrote it? Why weren't they helpful?*

Excerpt 6.

A1	I gave concrete examples and suggestions that the writers could deepen the contents. I also pointed out ambiguous points.
A2	I think they were helpful for the writers. I suggested that the writer should add more information.
B1	I think my advice was helpful for my peers.
B2	My peers took my advice into his/her rewriting.
B3	I pointed out pronouns. I gave some advice that they should write more reasons for his/her favorite food.
C1	I couldn't give much advice. I wasn't sure if my suggestions were good for my peers.

Question 7 *When you reviewed the grammar in your peers' writing, could you judge it as correct or wrong?*

Excerpt 7.

B1	I could half. When I thought it was wrong, I thought maybe my peers were right, so I couldn't if grammar was right or wrong.
B2	I could some, but I couldn't some. I wasn't confident if my peers were wrong or not.

C1	I couldn't very much, because I don't know about grammar very much.

Question 8 *How did you think about giving reviews to your peers?*

Excerpt 8.

A1	I think it's good because I can realize my mistakes or errors by reading peers' writing. It is for each other, and my peers' passages were helpful, I learned words from my peers.
A2	I think it is good for a peer.
B1	I think it is good because a peer can reduce mistakes or errors when they rewrite. I think we should continue the peer review activities. But it depends on a peer, it is sometimes difficult, because it is difficult to review passages with many errors.
B2	I could point out errors made by a peer, and I could learn passages by a peer. It is for each other.
B3	It is good for a peer because he/she can be told errors. I never thought it was troublesome. I wasn't confident in reviewing, but I gradually could know how to review. I learned from my peers' passages too.
C1	I couldn't do it at the first and the second time, but when it was the third time, my advice was helpful for my peer. And I could learn by reading passages, and I could learn grammar. It is for each other.

③ Receiving reviews

As for having an essay read by a peer, the students felt embarrassed because they were not confident in writing. However, they have become accustomed to it through the peer review activities. They were able to understand the reviews given by their peers, and they

took the reviews into account in their rewriting. Also, when they didn't receive reviews, they self-revised to make the second draft better.

About receiving reviews, while some students had a negative attitude to it before they experienced it, all of the interviewees now have a positive attitude, and they think that they would like a peer to teach them more and that receiving reviews is helpful for them.

Question 9 *Did you have your readers in mind when you were writing?*

Excerpt 9.

A1	I tried to write passages that were easy to understand.
A2	I tried to write passages that were easy to understand.
B3	I tried to write carefully, and tired not to make errors, about grammar, and spellings, too.
C1	No. What I could do was only to write.

Question 10 *How do you think about having a peer read your writing?*

Excerpt 10.

A1	At first, I didn't want my peer to read and find errors, but now I am okay, I'm used to it.
B1	It depends on a reader.
B2	I didn't want to do it in the beginning because I knew I made mistakes and errors. But now it is okay because I can know them.
B3	I felt embarrassed, but I am used to it because I know it is for myself.
C1	It is good for myself. I felt embarrassed in the beginning, but I didn't think I didn't want to.

Question 11 *Could you understand reviews for the contents and grammar by your peer? Why couldn't you understand it? How did you feel about having your essay reviewed?*

Excerpt 11.

A1	It was helpful and useful.
A2	I referred to it.
B2	I understood it. I didn't want to, but now it is okay because I can know my errors.
B3	I didn't want to do it in the beginning, but now it is okay, because I'm told mistakes or errors.
C1	I could understand some, I could not about reviews for grammar. It is helpful and I agree with receiving review.

Question 12 *Did you take in some reviews for the contents or grammar and rewrite the first draft? Or why didn't you take in?*

Excerpt 12.

A1	I corrected conjunctions and pronouns. I organized passages.
A2	I took reviews and use it to rewrite.
B1	I took some reviews. But I didn't get any reviews from one student, I revised my passages by myself and rewrote the draft.
B2	I took more reviews for grammar.
B3	I took both.
C1	I took reviews for grammar.

④ Peer review activities

Regarding helpful reviews that the students gave, C1 replied that he could not review well at the first time and the second time, and said that it was not for his peers. However, it can be speculated the others tried to review peers' writing to make it better.

Question 13 *Could you make the peer review activities helpful and useful for your peers? Or why couldn't you make it so?*

Excerpt 13.

A1	I could, because my peer told me he/she took my reviews.
A2	I could give some advice, and pointed out some errors.
B2	We told reach other, we told about mistakes, good and bad points about the contents to each other.
B3	I pointed out spelling mistakes. But I think I couldn't tell good or bad points about the contents.
C1	I couldn't tell my peers a lot.

VI. Discussion

6.1 Discussion on RQ 1) "What influences does peer review have on junior high school students' writing of English passages with unity?"

In this part, the results of *Content*, *Organization*, *Grammar*, and *Words for Cohesion*, which are regarded as the barometers of passages with "unity" in the present study are discussed.

6.1.1 *Content*

Comparing the three viewpoints of *Content* in the post-test*,* "expressiveness of content", "persuasiveness of content", and "quantity of information"*,* with the ones in the pre-test, *Content* improves significantly in the post-test as mentioned in the previous chapter. The students experienced all three Writing Instruction Sessions during the three-month period between the pre and post-tests. Since *Content* in the second draft in each Session significantly improves compared with the first draft, it seems that peer review influenced the contents in the post-test.

First, the three first drafts in Sessions 1–3, which were not given feedback by the researcher-teacher, are analyzed, and in the comparison of *Content* in Sessions 1 and 2, the score in Session 2 increases significantly. Also in the comparison of Sessions 1 and 3, the score in Session 3 increases significantly. However, in the comparison of Sessions 2 and 3, there is no significant difference. This result is the same as that of *Organization* and *Grammar* mentioned hereafter. The explanation for why it does not show a significant difference is that after experiencing writing two drafts in Session 1, the students learned the basis of writing sentences and passages in English and that as a result of experiencing reading and reviewing a

peer's writing, their own draft improved in *Content* in the following Writing Instruction Sessions 2 and 3. However, the topic of Session 3 (*My Plan of the Summer Vacation*) is a different type from the topics of Sessions 1 and 2. Since it requires use of newly learned grammar, that is, the future tense, the writing task may have been too difficult for them to focus on the contents. Thus, *Content* in Session 3 does not show a significant difference compared with Session 2.

Next, in the comparison of the first and second drafts in each Writing Instruction Session, the score of the second draft increases significantly in all Sessions. In the case of Session 1, in addition to learning from the feedback given by the teacher, the students most likely learned from receiving and giving reviews. Furthermore, they may have become able to self-revise when they rewrote their first draft. This is supported by the results of the post-questionnaire, reflective self-assessments, and reflective interviews as explained below.

Regarding Question 17 in the post-questionnaire, which asks about receiving reviews, Item 2 (*What did you take in from the peers' reviews about the contents to write the second draft?*) specifically addresses the students' leaning in terms of contents. Following *Conjunction*, which is the most frequent response from the students for peer reviewing, the second most common advice that the students took in for the second draft is concerning *Specify and/or Detail Contents.* As to Item 5 of No.17 (*What do you think about having your essays reviewed by a peer now?*), some made comments related to *Extend and/or Organize Contents* as their learning from receiving reviews.

Next, judging from Question 4 in the reflective self-assessments (*Describe what you learned by reading the peer's draft.*), the students learned about the category *Information*. It can be said that they tried to improve contents better. The more they experienced Writing Instruction Sessions, the more they thought about making the contents of their writing better.

Regarding Item 7 of Question 18 in the post-questionnaire, which asks about giving reviews, (*As to reviewing, what is beneficial or useful to your writing?*), what they learned by experiencing reviewing is to refer to good contents and/or expressions. Also they think that they can use what they learned for their next writing.

This self-revision by the students is seen in the free written responses to Question 11 in the reflective self-assessments (*Describe the correction that your realized on your own specifically*), which are interpreted to show that they really felt they were able to improve their ability in terms of *Adding and/or Making Information Understandable* and *Summarize and/or Make Contents Understandable.* Also, the six interviewees replied that they tried to write a detailed and understandable essay, in response to Question 4 (*After experiencing the peer review activities, how do you think your writing has changed?*). Like this, the students tried to write rich and better passages in the second draft or to write specific contents. Also, it can be assumed that they learned how to make their own contents better by reading and reviewing peers' passages and that this experience may have contributed to self-revision when writing a draft.

These experiences may have worked in Writing Instruction Sessions 2 and 3 as well as Session 1. It seems that the students could develop the contents by writing passages with "unity". This is reflected in their improved score in *Content* in the post-test, which is assumed to have resulted from what they learned from peer review and acquiring the self-revising ability gradually.

6.1.2 *Organization*

The total score for *Organization* in the post-test, which was obtained from the three viewpoints, that is, 1) topic sentence, 2) coherence of essay, and 3) cohesion of sentences, the

score in the post-test increases significantly compared with the pre-test. The comparison of the first and the second drafts in each Writing Instruction Session shows that peer review may have influenced *Organization* as well since the score in the second draft increases significantly as same as the result of *Content*.

Regarding the results of the three first drafts in Writing Instruction Sessions 1–3, the score of *Organization* in Session 2 increases significantly compared with Session 1. The score in Session 3 increases significantly compared with Session 1. However, there is no significant difference between Session 2 and Session 3. These results are the same as *Content*. The reason for this is that the students had to use a newly learned grammatical feature in Session 3, making the task to describe the topic was very difficult for them. It is likely that their attention was mostly allocated toward describing their summer vacation plan, which was the topic of the essay task, sentence by sentence, without considering paragraph organization.

Next, as to the comparison of the first and second drafts in each Session, the score in the second draft significantly increases. Although feedback by the researcher-teacher was given to the first draft in Session 1, it seems that there are other elements for the results, considering the post-questionnaire, reflective self-assessments, and reflective interviews as explained below.

As to Item 5 of Question 17 in the post-questionnaire (*What do you think about having your essays reviewed by a peer now?*), the students made comments regarding *Use for Next Writing* by receiving reviews. Also in terms of Item 7 of Question 18 in the post-questionnaire (*As to reviewing, what is beneficial or useful to your writing?*), they made comments regarding the same category *Use for Next Writing*. It can be assumed that they learned how to organize and develop an essay and they were able to rewrite understandable passages for their readers, because these opinions are seen in the reflective self-assessments.

Question 4 (*Describe what you learned by reading the peer's draft.*) asked what they learned from a peer, and the students made comments about *Compare and/or Refer to Own Writing* and *How to Tell Reader*. The percentages of those categories, however, decrease in Session 3. This is probably because they had learned how to organize and develop an essay in Sessions 1 and 2, and they did not feel the necessity of mentioning them again in Session 3.

Also, the changes of the students' realization about the organization in essay writing are seen in the reflective interviews. About Question 3 (C*omparing your present working on essay writing with your working before experiencing Writing Instruction Sessions, how has it changed?*), various opinions were noted, such as "I write with consideration of an outline" or "I try to write an essay that readers understand easily". It is often seen that students start to write without thinking about the organization when they write a composition even in Japanese as well as in English. However, the interviewees showed signs that they made an outline, that they tried to tell their readers understandable essay writing, and that they tried to make their draft better in rewriting.

As mentioned above, the students experienced writing drafts in each Session, during which they were either taught the organization by the peer review activities or they learned it by themselves, improving *Organization* significantly in the post-test.

6.1.3 *Grammar*

Although the primary aim in this research is to be able to write passages with "unity", in order to tell them to readers, the use of vocabulary and grammar should be considered because it is easy for readers to read passages with correct grammar. Thus, this part addresses the category of *Grammar* to discuss how proper the students' use of grammar in their writing is through the entire passages by judging from its sub-viewpoints of "vocabulary" and

"grammar".

As for the comparison of the pre and post-tests, the score of *Grammar* in the post-test increases significantly. Although it is often said that peer review is not helpful for the accuracy of sentences, in this research, it seems that the students became able to pay attention to their own errors and were able to correct errors by self-revising because they experienced receiving and giving reviews.

Regarding the comparison of the three first drafts in Writing Instruction Sessions 1–3, the result of *Grammar* is the same as *Content* and *Organization*, as mentioned above. Since the topic of Session 1 mainly needs the past tense, and the topic of Session 2 mainly needs the present tense, the task of describing these topics was easy to notice errors, or they did not seem to make errors because of the learned grammar. In the case of the topic of Session 3, since it needs the new grammar, there is no significant difference between Sessions 2 and 3. However, comparing Session 1 with Session 3, *Grammar* in Session 3 significantly improves. It is because they used correct vocabulary and grammar except the future tense. Accordingly, it is assumed that the students reaffirm "vocabulary" and "grammar" through writing drafts and by learning from peer review in Sessions 1 and 2.

Judging from the comparison of the first and the second drafts in each Session, the peer review activities may have become able to improve the ability for grammar. Since the score of the second draft in each Session increases significantly, it seems that the students were able to notice errors about language forms by receiving reviews and also by reviewing a peer's writing. In Session 3, since they were able to use the future tense more correctly in the second draft after the peer review activity than in the first draft, the score of *Grammar* increases significantly as well as Sessions 1 and 2. The results of the post-questionnaire, reflective self-assessments, and reflective interviews give grounds for the argument that the

peer review activities influenced vocabulary and grammar.

As for Item 4 of Question 17 in the post-questionnaire (W*hat did you take in from the peers' reviews of errors to write the second draft?*), the students took in reviews by their peer about *Spelling Mistake* the most, followed by *Verb and Tense*, *Grammar*, and *Word*. Also, regarding Item 7 of Question 18 in the post-questionnaire (*As to reviewing, what is beneficial or useful to your writing?*), they think that reviewing helps to reduce errors at most, and they also think that they can learn language forms. Although misspelling is an error type that learners can notice the most easily, the students became able to point out grammar errors. As a result, it can be said that they become able to notice errors by the act of reviewing and can improve their sentences with less errors. And regarding Item 5 of No.17 (*What do you think about having your essays reviewed by a peer now?*), they made comments about *Notice, Reduce and/or Correct Error*, *Use for Next Writing*, and *Improve Writing Ability*. As for Item 8 of No.18 (*What do you think about reviewing peers' drafts?*), they replied opinions concerning *Improve Grammar, English and/or Writing Ability*, and it seems that they think receiving reviews causes a decrease in errors and experiencing giving reviews causes correction of their own errors.

Those thoughts are also seen in the reflective self-assessments. As to what they learned from reading a peer's writing in Question 4, the percentages of *Grammar* and *Mechanics, Spelling, and/or Word* are very high. In terms of what they took in about language forms in Question 10, the categories of *Mechanics, Spelling, and/or Word* and *Grammar* are mentioned more often than the other categories. As for self-revision in Question 11, the categories of *Mechanics, Spelling, and/or Word* and *Grammar* are referred to more often than the others. It is worthy of notice that here the students mention grammar, which they are poor at. As a result, the total number of error correction by adopting reviews in Question 10 and

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self-revision in Question 11 became quite large. There would not have been such a large number if they had rewritten only the first draft without peer review. Since they rewrote the first draft after the peer review activity, they were able to correct errors not only by peer review but also by self-revising. It can be said that they learned by reading and reviewing peers' writing, and it caused them to acquire self-revising ability.

Next, the interviewees from all levels of English proficiency told that they were able to make language forms better, such as grammar or word orders. Regarding Question 8 (*How did you think about giving reviews to your peers?*), they answered that they were able to decrease errors in rewriting and that they were able to notice their own errors by experiencing reviewing. As for Question 12 (*Did you take in some reviews for the contents or grammar and rewrite the first draft?*), they answered that they took in reviews about grammar, and as to Question 13 (*Could you make the peer review activities helpful and useful for your peers?*), they replied that they were able to point out errors or spelling mistakes. Also, about Question 4 (*Experiencing the peer review activity, how do you think your writing has changed?*), they think that they could decrease grammar errors. However, as for Question 13, some of the interviewees replied that their grammar has not changed, and they are not confident in it. As mentioned above, although there seem to be possibilities to reduce learners' errors and to broaden their ability of noticing errors by peer review, some students are still concerned about language forms. However, the peer review activities in Writing Instruction Sessions 1–3 greatly influenced *Grammar* in the post-test. It can be seen from the results of the comparison of the first and second drafts in each Session, the post-questionnaire, reflective self-assessments and reflective interviews. Thus it can be assumed that each student were able to improve the ability of reviewing.

6.1.4 *Words for Cohesion*

In order to write passages with "unity", conjunctions, pronouns and adverbs that accelerate sentences with cohesion are necessary. This part discusses the change of the number of their occurrence and how they were used in the essay writing.

Words for Cohesion in the post-test improves significantly compared with the pre-test. Since *Words for Cohesion* in the second draft significantly improves compared with the first draft in Writing Instruction Sessions 1 and 3 (in Session 2, it shows a difference with a tendency for significance), it seems to be influenced by peer review. The students learned words that contributes to cohesion through peer review in each Session. As a result, they were able to use them efficiently in the post-test and the use of them caused improvement in *Content* and *Organization* in the post-test.

As for the comparison of the three first drafts in Writing Instruction Sessions 1–3, although *Words for Cohesion* in Session 2 improves significantly compared with Session 1, there is no significant difference in the comparison of Session 1 and Session 3, nor was there the comparison of Session 2 and Session 3. The topic of Session 3 is a different type from the topics of Sessions 1 and 2. Many of the students described some plans on the topic, which caused less use of pronouns, such as "it" or "them". Also, Session 3 needs to use the new grammar to describe the topic, and there may have been a possibility that they only turned their attention to the use of it. However, the number of words for cohesion in the second draft after peer review in each Session significantly increases compared with the first draft. Although the students' attention was toward the use of the grammar in Session 3 and they seemed to forget using conjunctions and pronouns compared with Sessions 1 and 2, they may have realized that they should use words for cohesion after the peer review activity in Session 3. As a result, the second draft in Session 3 improves significantly compared with the first

draft.

The fact that the students learned words for cohesion by experiencing peer review is seen from the results of the post-questionnaire and the reflective interviews. As for Item 2 of Question 17 in the post-questionnaire (*What did you take in from the peers' reviews about the contents to write the second draft?*), they took in conjunctions in the second draft the most, and took in pronouns as well. Although conjunctions or pronouns generally enhances cohesion in passages and they cause improvement in writing passages with unity, some students only listed sentences using "it" or "they" in their writing. However, others were able to use words for cohesion effectively, and they wrote better passages with unity in the second draft. The fact that they took in a number of reviews about *Conjunction* and S*pecify and/or Detail Contents* judging from Item 2 of Question 17 in the post-questionnaire. This means that the students focused on making the contents of their essay more detailed and understandable, and they used conjunctions effectively in rewriting. Regarding Questions 2 and 4 about their own writing in the reflective interviews, the students answered that they became able to use conjunctions and pronouns. Also regarding Question 12 about receiving reviews, they replied that they revised conjunctions and pronouns by reviewing. Thus, in the peer review activities, the students learned how to use words for cohesion. This leads the students to use them efficiently in the post-test. Consequently it seems that enhancement of *Words for Cohesion* largely contributes to the progress of *Content* and *Organization* in the post-test.

6.1.5 Summary discussion

The students experienced Writing Instruction Sessions with peer review for three months. They tried to express richer contents or to provide more information. Also, they tried to organize passages that would inform readers without having them encounter difficulties.

Moreover, some students effectively used mainly conjunctions and pronouns, which allowed them to write passages with "unity", as they did not list only sentences. After they entered junior high school, it was the first time for them to learn brainstorming, making an outline, how to do writing, and how to review in Writing Instruction Session 1. After they went through these practices, they wrote the first draft on the topic 1, experienced the peer review activity, and wrote the second draft. In Sessions 2 and 3, they had a different peer, reviewed the different peer's writing, and received advice by the peer. In the peer review activities, which is a type of social learning identified by Vygotsky, namely, peers teach each other and learn from each other through interaction in the collaborative learning. To stimulate each other or what they learned from reviewing works effectively in the peer review activities. As a consequence, the peer review conducted in the present study improved their English ability. It also seems that the activities contributed to increasing the scores of *Content*, *Organization*, *Grammar*, and *Words for Cohesion* in the post-test.

Therefore, it can be said about Research Question 1 that the students can improve the ability of writing passages with "unity". As they took the regular English class except Writing Instruction Sessions during the three months, they may have been able to improve their English ability by the regular class instruction. Although it may have affected the post-test, they were able to improve significantly *Content*, *Organization*, *Grammar*, and *Words for Cohesion* in the second draft in each Session. Also considering their realization or ideas by the post-survey, they recognized that peer review itself is greatly meaningful and essential. And in order to write passages with unity, they rewrote by taking in a peer's advice. Also in order to give useful advice, they concentrated on reading a peer's draft and reviewing it. It seems that receiving and giving reviews provide a synergy effect and that the effect can make the students write better passages with "unity". Accordingly, they can improve the ability of

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writing them.

6.2 Discussion on RQ 2) "What influences does peer review have on junior high school students increasing the amount of their English passages?"

This part discusses the results of *Number of Words*, *Average Length of Sentence*, *Average Length of Sentence without Errors*, which are regarded as the barometers of "the amount of writing".

6.2.1 *Number of Words*

Number of Words in the post-test increases significantly compared with the pre-test. It seems that the students can increase a greater deal of it by learning how to write detailed and rich contents. Considering in respect of *Number of Words*, they were able to improve the ability of writing passages with "unity" because the certain level of the number of words is essential to write passages with unity.

As to the comparison of the three first drafts in Writing Instruction Sessions 1–3, there is no significant difference in Sessions 1 and 2. However, Session 3 increases significantly compared with Sessions 1 and 2. The reason for it is that some of the students described more than a few events on the topic in Session 3. Also, the second draft after the peer review activity in each Session improves significantly compared with the first draft. Thus, it seems that peer review influenced the number of words.

Next, although the students do not express their opinion that peer review directly helps to increase the number of words in the post-questionnaire, it is clear that they were able to learn from peers' writing and it caused them to increase more amount of writing. Junior high school students have difficulties dealing with grammar or writing, and they are likely to

believe that they cannot write if they do not have knowledge of grammar. However, in respect of the comparison between the pre and post-questionnaires, Question 4 in the post-questionnaire (*I would like to tell my opinions or thoughts by writing in English*) shows a difference with a tendency for significance. Although the students are still worried about their English or writing, writing experiences influenced their thoughts about No.4. Their experiences include learning how to write for one thing and expressing their thoughts or opinions through writing for another. Their thoughts about No.4 changed because of the very fact that they have become able to write a sufficient amount of passages with "unity" as well. Moreover, concerning "the amount of writing" in the reflective interviews, about Question 2 (*Comparing your present passages with your passages before experiencing Writing Instruction Sessions, how have they changed?*) and Question 4 (*After experiencing the peer review activities, how do you think your writing has changed?*), some of the interviewees including Student C1, whose English level is lower, replied that they were able to write more sentences or more amount of writing. It seems that they could increase the amount of writing because they received advice or indication about errors. Their thoughts to improve contents and satisfaction or joyfulness by telling readers cause them to increase the amount. As a consequence, "the amount of writing" in the post-test continuously improved. Accordingly, it seems that peer review influenced it effectively.

6.2.2 *Average Length of Sentence*

Average Length of Sentence in the post-test significantly increases compared with the pre-test. Due to this, it is considered that the students were able to improve ability of using various phraseology and more complicate sentence structures in one sentence and were able to tell more detailed information by experiencing Writing Instruction Sessions.

As for the comparison of the three first drafts in Sessions 1–3, there is no significant difference between Sessions 1 and 2. However, Session 3 improved significantly compared with Sessions 1 and 2. Regarding the comparison of the first and the second drafts in each Session, Session 1 is the only result that the second draft improved significantly. It is because feedback by the researcher-teacher was given to the first draft in Session 1.

It is not directly seen that the students have the idea that peer review helps *Average Length of Sentence* as well as *Number of Words*. Nevertheless, in respect to Item 4 of Question 17 in the post-questionnaire (*What did you take in from the peers' reviews of errors to write the second draft?*), they took in reviews about grammar or words in rewriting. Besides, Item 7 of Question 18 in the post-questionnaire (*As to reviewing, what is beneficial or useful to your writing?*), they recognized giving reviews as effects about reducing errors and learning language forms or words. Moreover, regarding giving reviews, they acknowledged that it is useful to improve grammar or writing ability judging from Item 8 of No.18 (*What do you think about reviewing peers' drafts?).* Concerning the reflective interviews, the students of Level A and students of Level B answered "sentences become longer". Also, the students of all levels replied that they became able to understand word orders. They feel that they were able to acquire writing skills because they experienced Writing Instruction Sessions, and it turns out that they can express more information in one sentence. As a result, the students had more opportunities to learn phraseology, word orders, and grammar. It caused them to improve that knowledge or ability, then it brought the average length of their sentences longer. Furthermore, it seems that their willingness to tell their thoughts and opinions influenced the average length of their sentences.

6.2.3 *Average Length of Sentence without Errors*

Average Length of Sentence without Errors in the post-test significantly improves compared with the pre-test. This shows the possibility of the students being able to describe the information to readers more precisely in the post-test than in the pre-test. The results can be interpreted to be common to the one of *Grammar* in the post-test that is regarded as a barometer of passages with "unity".

As for the comparison of the three first drafts in Writing Instruction Sessions 1–3, *Average Length of Sentence without Errors* in Session 2 improves significantly compared with Session 1, and Session 3 significantly improves compared with Sessions 1 and 2. The experiences in Session 1 effectively influenced Sessions 2 and 3, because they learned phraseology, word orders, and grammar through the peer review activities and also because they experienced writing two drafts in Session 1. Moreover, what they learned through Sessions 1 and 2 efficiently affected Session 3. As a consequence, *Average Length of Sentence without Errors* improves significantly in Session 3. However, as to the result of *Grammar* in the first draft in the comparison of Sessions 2 and 3, there is no significant difference. Judging from the result, although the students did not acquire the new grammar, that is, the future tense, the accuracy of the grammar that they had already learned improved. As a result, they have become able to write more accurate sentences.

Although *Number of Words* in the second draft shows significant improvement compared with the first draft in each Session, *Average Length of Sentence without Errors* in the second draft only in Session 1 improves significantly. This result is the same as *Average Length of One Sentence*. However, the students' realization that they have improved the accuracy of language forms is seen clearly in the results of the post-questionnaire, reflective self-assessments, and reflective interviews.

As to Item 4 of Question 17 in the post-questionnaire (W*hat did you take in from the*

peers' reviews of errors to write the second draft?), it is seen that errors in *Verb and Tense*, *Grammar,* and *Word* were pointed out, and the students took them in when they rewrote. Also, they came to recognize that giving reviews was effective for reducing their errors in their writing, improving their grammar, and developing their writing ability and/or overall English proficiency, judging from Item 7 of Question 18 in the post-questionnaire (*As to reviewing, what is beneficial or useful to your writing?*). In the reflective self-assessments, it is seen that the students learned grammar (Question 4), and they took in the corrections of grammar in rewriting (Question 10). Furthermore, since they went through the peer review activities, it encouraged them to self-revise grammar (Question 11).

Judging from the reflective interviews, although it is heard that they thought their grammar did not change or they could not have confidence in it (Question 4), the interviewees of all levels answered that they became able to understand grammar (Question 1), and they reduced grammar errors. As for having their essay read by a peer (Question 10), some of them had a negative thought about it in the beginning, because they did not want a peer to find their errors. However, after they experienced the peer review activities, they came to have a positive attitude, and it seems that peer review helped to enable them to write passages without errors.

As a result, they noticed errors through peer review, and the act of reviewing leads them to notice errors by themselves. And then, they acknowledge that peer review brings them to reduce errors, to improve the accuracy of grammar and to write understandable essays for readers. Although peer review does not immediately have an effect on the average length of their sentences without errors in the second draft in each Session, they were able to improve the ability of writing without errors after they went through all three Writing Instruction Sessions. This is supported by the significant improvement in *Average Length of*

Sentence without Errors shown in the post-test.

6.2.4 Summary discussion

Judging from the results of the post-questionnaire and the reflective self-assessments, the students did not acknowledge that peer review directly worked on increasing "the amount of writing". However, the data show their improvement in it. Also it seems that peer review effectively helped them to acquire the knowledge about phraseology, word orders, and grammar. And then, it may have influenced the average length of their sentences and the average length of their sentences without errors. In the reflective interviews, the interviewees replied that they became able to write more sentences or write longer sentences after experiencing the peer review activities. Since the students wrote the second draft after peer review, they tried to write an understandable second draft and to give ample information by using advice or corrections given by a peer. Furthermore, through interaction in the peer review activities, they were taught what a peer thought about their writing, and what was difficult for a peer to understand. And it enhanced them to try to write good and understandable passages for a peer or other readers. As a result, those changes of the above-mentioned thoughts caused the number of words in their writing to increase. Thus, the cooperative learning has an effect on "the amount of writing" as well as "passages with unity".

In conclusion, gathering up the results of the comparisons of the drafts and the post-survey, the answer to Research Question 2) "What influences does peer review have on junior high school students increasing the amount of their English passages?" should be that it is possibly expected that peer review contributes to the amount of writing. The main aim of this research is to write passages with unity, and it needs quite an amount of writing. The

experiences of writing drafts through peer review are the effective means to increase the number of words. Moreover, peer review seems to have a strong possibility to enhance the average length of a sentence in their essays, which is a requirement of good essay writing. It can also possibly improve the average length of a sentence without errors in their essays.

6.3 Discussion on RQ 3) "How does peer review change students' attitudes to writing in English?"

It is said that writing is the weakest of the four language skills, especially for novice learners. Here, it is discussed how the students' apprehension about writing and attitudes to it were changed along with the improvement in their ability of writing passages with unity as well as the enhancement of their confidence in writing. Since the peer review activities were adopted in order to improve the writing ability, firstly, it is investigated how the students accepted the activities through interaction and what changes were brought into their attitudes to writing by peer review.

6.3.1 Peer review

As for Item 5 of Question 17 in the post-questionnaire (*What do you think about having your essays reviewed now?*), it is seen that the students made comments about *Notice, Reduce or Correct Error*, *Improve Writing Ability*, *Important and Enjoyable*, *Use for Next Writing*, and *Extend or Organize Content* by receiving reviews. Also, regarding Item 7 of Question 18 in the post-questionnaire (*As to reviewing, what is beneficial or useful to your writing?*), it is seen that they made comments about *Reduce Error*, *Refer to Good Contents and/or Expression*, *Learn Word, Grammar and/or Word Order*, and *Use for Next Writing*. They experienced peer review, and their main idea about receiving reviews is that they are

able to enhance the accuracy of language forms. Except that, they feel the importance about peer review, and they recognize that it should be a means to improve the contents of their essay writing or their overall writing ability.

In Question 20 in the pre-questionnaire (*What do you think about the activity where you point out errors in others' drafts, or give comments or some advice?*), it is seen that 49 students had a positive or affirmative attitude toward giving reviews, and 20 of them thought it is *for each other,* which accounts for the largest number of opinions, and 15 replied it is *for themselves*, which accounts for the second largest. Although those replies were before experiencing Writing Instruction Sessions, they seemed to notice what effects the act of reviewing had. And as for Item 8 of Question 18 in the post-questionnaire (*What do you think about reviewing peers' drafts?*), 54 students have a positive attitude, and their opinions are mostly *for each other* and *for themselves.* In the previous research, Rollinson (2005) argues that peer review is for both the writer and the reviewer, and Lundstorm and Baker (2009) insist that the act of reviewing improves a writer's global aspects by reviewing. The students in this research went through peer review and they carefully read a peer's writing to review. By doing that, they recognize that reviewing has the same effect that makes their own writing ability better as receiving reviews or that it has more effect than receiving reviews.

Regarding giving reviews in the reflective interviews, the interviewees answered that they referred to peers' writing and that they learned from the writing. The interviewees of the middle level B and the lower level C replied that they became able to give reviews while experiencing reviewing. Although the act of reviewing is difficult, especially for novice learners, it was seen that the interviewees do not have negative or passive opinions or attitudes. They were stimulated by peer review and it seems that the stimulus fostered an attitude that they should learn writing. In terms of receiving reviews, although it was not

comfortable for them to have their work read by a peer because they felt embarrassed, later they became accustomed to it while experiencing peer review. Student C1, whose English level is low, accepts it as a good means and he did not have a negative attitude from the beginning. About the peer review activities, although C1 thought that he could not review much for a peer, the students of Level A and Level B replied that they could give good reviews for their peer, and they made effort to take part in the peer review activities.

As shown in the post-questionnaire and the interviews, the students helped each other, enhanced their writing ability through the interaction, and appreciated that peer review is meaningful. And they realized that reviewing is an activity requiring a rather high level of English proficiency. Nevertheless, the students with low ability of English realized that they should try the activities as well. The students with basic ability of English consider the value and effects of peer review more strongly.

6.3.2 Changes of the students' attitudes to writing

The students seem to raise their willingness to write in English, as shown in the results of the comparison between the pre and post-questionnaires. Their thought that they felt poor at writing English did not change (Question 3) after they experienced Writing Instruction Sessions. However, they have a stronger feeling that they would like to express themselves by writing (Question 4). Also, they still would like to acquire the writing skill (Question 6).

As to the comparison of the pre and post-questionnaires, the post-questionnaire shows a difference with a tendency for significance about the ability of expressing by writing (Question 13: *I don't know how to express my thoughts with more than two sentences.*). It means that they became able to know how to express by more than two sentences. Although their confidence in writing sentences has not changed (No.12), they did not feel difficulties

about it from the beginning. Therefore, it can be seen that they have the idea of being able to improve their ability of writing passages with unity, as shown in the post-questionnaire.

Regarding the interviewees' own writing, in the reflective interviews, all of them think that their attitudes to writing have changed. They mentioned the following three points. First, they mentioned that they came to think about their readers. Second, they observed that the contents of their essay writing changed. Lastly, they noticed that their way to write changed, too. Also, it was heard that Student C1, whose English level is low, became able to be confident in writing. A1, whose level is higher, answered that she became able to write about a difficult topic. Moreover, most of the changes in their attitudes to writing are concerning improving contents better.

Before Writing Instruction Sessions, the students had no experiences of doing essay writing, and there was a tendency that they wrote only sentences without considering cohesion, as shown in the pre-test and the first draft in Session 1. However, judging from the interviews, it seems that they learned how to organize passages and express rich contents after experiencing the Writing Instruction Sessions.

6.3.3 Summary discussion

Judging from the pre and post-questionnaires and the reflective interviews, it is clear that the students' attitudes to writing have changed. Therefore, the answer to Research Question 3) "How does peer review change students' attitudes to writing in English?" should be that it is possible to influence their attitudes. Before the instruction designed and implemented in the present study, they had no experience of essay writing, and they were convinced that it was too difficult to write essays by themselves. However, they became able to express what they liked and what they did or would do on the topics. And the thoughts

seemed to influence how to cope with writing. As shown in the reflective interviews, they considered that giving and receiving reviews were for both the writer and the reviewer. At first, they felt embarrassed to do the peer review activities, or they had a negative feeling because they knew that their errors were going to be pointed out. However, they started to acknowledge how helpful peer review was, and their negative feelings were gradually reduced.

As mentioned above, regarding the post-questionnaire and the interviews, the students of all levels were able to learn from receiving reviews and reviewing peers' writing. Peer review can be considered to be an activity that stimulates their own writing. And it is an activity that can enhance willingness to express thoughts and opinions by writing. Although junior high school students are likely to only care about the accuracy of language forms, they experienced how to organize passages or how to express rich contents by peer review. Before these experiences, they almost never considered contents or passages with "unity". As a result, it can be assumed that peer review brings students to give attention to both contents and language forms, and to change their attitudes to writing as well.

VII. Conclusion

The aim of this research was to seek a way to improve junior high school students' writing ability. The research is important because, in addition to being an important part of the English education curriculum, students themselves think that writing is their worst skill of the four language areas but it is very important for them. In the research, the students were given writing instruction along with peer review, which is an approach that has been shown to have various effects. The primary aim of the research is that the students improve in their ability to write passages with "unity". Since writing passages with unity requires a sufficient amount of writing, the research examined if peer review effectively influences "the amount of writing". Moreover, the research studied how peer review changes the students' attitudes to writing. With this background in mind, the specific research questions were:

RQ 1) What influences does peer review have on junior high school students writing of English passages with unity?

RQ 2) What influences does peer review have on junior high school students increasing the amount of their English passages?

RQ 3) How does peer review change students' attitudes to writing in English?

First of all, as for the writing of passages with unity in RQ 1), the viewpoints, that is, *Content, Organization, Grammar*, and *Words for Cohesion* in the post-test showed significant improvement compared with the pre-test. Those categories in the second draft significantly improved or showed a difference with a tendency for significance compared with the first draft in each Writing Instruction Session. Also, regarding the amount of writing in RQ 2), the

viewpoints, that is, *Number of Words, Average Length of Sentence*, and *Average Length of Sentence without Errors* in the post-test significantly improved compared with the pre-test. As for the comparison of the first and second drafts in each Session, *Number of Words* in the second draft increased significantly. In view of the results, the students have been able to write better passages with unity and increase more amount of writing through peer review. The results can be implied from the post-questionnaire, reflective self-assessments, and reflective interviews as well. Students reported that after they received reviews about the contents of their essays and reviews of errors, they reflected their passages, tried to make the contents more understandable, and/or gave richer information. Moreover, through reading their peers' essays as reviewer, they indicated that they had consolidated their known grammar, language forms, and how to express or develop opinions or ideas in their essays. Thus, it can be said that they were able to improve passages with "unity" and "the amount of writing"

Next, as for the students' attitudes to writing in RQ 3), while it appears that they could not change their confidence in writing, the post-questionnaire shows that they came to think that they would like to express their thoughts or opinions in writing more than before experiencing Writing Instruction Sessions. This is likely an outcome of the fact that they felt that they were able to tell readers about the topics or their opinions by writing. Since this brought a sense of achievement or joyfulness, those feelings have strengthened their positive attitudes to writing. In the peer review activities, since they gave reviews to each other, they felt that they had been taught by their peer and that they were able to tell each other through interaction. This act may have changed their attitudes as well. As indicated in the post-questionnaire and the reflective interviews, they considered that they were able to provide advice that was helpful for their peer, that they were taught advice and corrections of errors, and that they learned their peer's writing. Furthermore, regarding peer review, most of

the students have thoughts that it is for each other, it is an enjoyable activity, and it is the activity that they should do. Therefore, it seems that they have been able to change their attitudes to writing.

In view of the results above, there are two implications of the research. One is that how teacher feedback can be made more efficient in Writing Instruction Sessions, and the other is that how the plan of peer review can be worked into a plan for the year. On the basis of these two implications, consideration of how peer review activities applied in junior high school should be discussed.

First, regarding teacher feedback, it was given at the second draft stage as comments or advice in this research. At the same time, the students were also given a sample of good essay writing of the second drafts by students. The outcome indicates that teachers should continue to give feedback that is helpful for students' writing and that leads them to have more desire for writing. The researcher-teacher showed the good essays without teacher feedback in each Writing Instruction Session, and then, the teacher read through them with the students. The teacher also told good points about the essays. However, there could be other practical uses for this activity as well. For example, to further increase student interest, the teacher could show teacher feedback to an essay so as to better inform how feedback is given to other students. And then, the teacher and students could consider together how reviews should be done and what reviews are best for improving essay rewriting. This is, thus, one example of how to teach the process of peer review for students who are not sure about reviewing. Since good points and improved points in this kind of reviewing would be mentioned in class, all students could have one more experience of reviewing.

In regard to the second implication, that is, the use of peer review in a yearly plan, a writing instruction session takes a lot of time. Moreover, if peer review is included in a

session, it takes more time. Therefore, in order to continue and develop peer review, a detailed and firm plan must be very important. If there is a long period of time between one session and the next session, some students will inevitably forget how to do essay writing and how to do peer review. In order to avoid this situation, peer review activities should be included in a writing instruction session at regular intervals. Furthermore, inclusion of a timely topic and relevant language forms, such as newly learned grammar, is important. By doing so, students would be able to improve their writing ability. However, as mentioned above, since a writing instruction session requires a great deal of time, a writing exercise should be included into regular classes. An example might be to have students write down thoughts or opinions about a theme introduced in the textbook in a short time, and then, some tell other students what they wrote, and some ask questions and give comments about the speech. Here, all students can take part in the activity by reflecting on the interaction between the writer and the questioner.

Regarding a limitation of the research, there were many students who could not join the peer review activities. With a view to experience the activities, they must write understandable sentences or a sufficient amount to be reviewed, however, they were not able to reach those levels. For the purposes of the class, these students practiced writing an essay and reviewing using another exercise, but were not able to participate in the peer review activities. As a means of addressing this limitation in future research, the procedures of writing instruction sessions need to be reconsidered. After the students in Writing Instruction Session 1 learned how to do essay writing and peer review, they wrote the first draft. However, there was no step wherein they checked the vocabulary, phrases and the language forms concerning the topic. And then, in Sessions 2 and 3, after they brainstormed and made an outline, they wrote the first draft. After doing this procedure a few times, they became able to

shorten time for brainstorming and making an outline. Thus, first they talk and tell each other about a topic in the brainstorm in a group, then, they need to confirm what words, phrases, and language forms are necessary. It may be helpful for students to write on the topic. At the first time a teacher should lead the procedure since they may not be able to do it properly. Also a teacher should help them whenever they need a help. Alternatively, it may be helpful to use a worksheet that leads them to talk about what they need. After this kind of learning in a group, students will likely be better able to develop their outline and draft. In order to ensure higher participation in the peer review activities, it is important for a teacher to intervene effectively at a problem point or to improve the procedures in a writing instruction session. Ultimately, by identifying and putting into practice such procedural improvements, more students will be given more opportunities to experience peer review, and the effectiveness of peer review will be greater.

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～英語に関するアンケート～

★1　Class　　No.　　氏名　　　　　　　　　　　　　　　

★2　〔5～1〕には、質問に当てはまる<u>番号に○</u>を付けてください。

　　5 ： そう思う　　　4 ： どちらかといえばそう思う　　　3 ： どちらでもない

　　2 ： どちらかといえばそう思わない　　　1 ： そう思わない

★3　（4），（5）の順位付けは、（　　）に数字を書いてください。

★4　〔はい・いいえ〕には、当てはまるほうに○を付けてください。

★5　〔記述〕の欄には、経験したことや質問に対する考えなどを、それぞれ書いてください。

★6　質問事項に『自由英作文』とありますが、自分で伝えたいことを考え、2文以上で英作文をする活動をさします。

		思う　　　　　　　　思わない
1	学校の教科の中で、英語は好きなほうだ。	5　4　3　2　1
2	学校の教科の中で、英語は得意なほうだ。	5　4　3　2　1
3	英語で「書く」ことに自信がある。	5　4　3　2　1
4	<u>英語を書いて</u>、自分の意見や考えを伝えたい。	5　4　3　2　1
5	右の欄にある英語の4技能で、<u>好きな技能の順番</u>を決め、（　　）内に順位（数字）を記入してください。	聞く（　　）　話す（　　） 読む（　　）　書く（　　）
6	右の欄にある英語の4技能で、<u>習得したい技能の順番</u>を決め、（　　）内に順位（数字）を記入してください。	聞く（　　）　話す（　　） 読む（　　）　書く（　　）
英語で<u>自由英作文</u>(★6参照)をするとき、何が難しいと感じますか。		思う　　　　　　　　思わない
7	単語が分からない。	5　4　3　2　1
8	文中の単語の順番が分からない。	5　4　3　2　1
9	文と文のつなげ方がわからない。	5　4　3　2　1
10	書く内容が思いつかない。	5　4　3　2　1
11	書く内容を整理できない。	5　4　3　2　1

12	1文でも表現の仕方がわからない。	5　4　3　2　1
13	2文以上の文章の表現の仕方がわからない。	5　4　3　2　1
14	英語で自由英作文（2文以上）をするとき、何が難しいと感じますか。（7）～（13）以外で難しいと思うことがあったら書いてください。 〔記述〕	

15	①	授業以外で、または、先生の指示がなくても、自分の自由英作文を他の生徒に読んでもらったことがありますか。	はい　・　いいえ
	②	〔①ではいと答えた人〕　そのとき、単語や文法などの間違いを指摘してもらったことがありますか。	はい　・　いいえ
	③	〔②ではいと答えた人〕　その指摘された間違いを理解することができましたか。	5　4　3　2　1
	④	〔③ではいと答えた人〕　その指摘された間違いを直すことができましたか。	5　4　3　2　1
	⑤	〔①ではいと答えた人〕　自分の自由英作文の内容について感想やアドバイスをもらったことがありますか。	はい　・　いいえ
	⑥	〔⑤ではいと答えた人〕　どんな感想やアドバイスを受けましたか。　例：内容がとてもわかりやすい。　いまいち言いたいことがわからない。 〔記述〕	
	⑦	〔⑤ではいと答えた人〕　その後、アドバイスを参考に、その自由英作文を書き直したことがありますか。	はい　・　いいえ
16		〔全員〕　他の生徒に自由英作文を読んでもらい、間違いを指摘してもらったり、アドバイスをもらったりすることは、自分が文章を書くときに役立つと思う。	5　4　3　2　1
17		〔全員〕　他の生徒に自分の自由英作文を読んでもらい、単語や文法などの間違いを指摘してもらったり、内容について感想やアドバイスを受けたりする活動について、あなたはどのように思いますか。　例：自分の英語のためになる。自分がよく間違うので、教えてほしい。恥ずかしい。 〔記述〕	

18	①	授業以外で、または先生の指示がなくても、他の生徒の自由英作文を読んだことがありますか。	はい ・ いいえ
	②	〔①ではいと答えた人〕 他の生徒の自由英作文を理解できた。	5　4　3　2　1
	③	〔①ではいと答えた人〕　そのとき、単語や文法などの間違いを見つけたことがありますか。	はい ・ いいえ
	④	〔③ではいと答えた人〕　そのとき、単語や文法などの間違いを正しいものに直すことができた。	5　4　3　2　1
	⑤	〔③ではいと答えた人〕　どんな間違いを見つけましたか。　*例：単語のスペルが違う。動詞が過去形になっていない。複数形のＳがついていない。*	
	⑥	〔記述〕	
	⑦	〔①ではいと答えた人〕　他の生徒の自由英作文の内容について感想やアドバイスを述べたことがありますか。	はい ・ いいえ
	⑧	〔⑦ではいと答えた人〕　どんな感想やアドバイスを与えましたか。　*例：伝えたいことがよくわかる。何を言いたいのか主題がわからない。情報がもっとあればいい。* 〔記述〕	
19		〔全員〕　他の生徒の自由英作文を読むことは、自分が文章を書くときに役立つと思う。	5　4　3　2　1
20		〔全員〕　他の生徒の自由英作文を読んで、単語や文法などの間違いを指摘したり、感想やアドバイスを与えたりする活動について、あなたはどのように思いますか。*例：自分のためにもなるから、やってみたい。難しそうだから、困る。不安だけど、やると思う。* 〔記述〕	

Appendix B

The pre-questionnaire includes 20 questions, although the original version is in Japanese (see Appendix A). The responses to Questions 1–4, 7–13, 16, and 19 are by a 5 point Likert scale (5: I think so, 1: I don't think so), and the responses to Questions 17 and 20 are by free written answers.

No.1   I like English better than the all other subjects at school.

No.2   I am good at English as compared with other subjects at school.

No.3   I am confident about writing in English.

No.4   I would like to tell my opinions or thoughts by writing in English.

No.5   Decide the order of your favorite skills, and write down the number 1-4, for listening, for speaking, for reading, for writing.

No.6   Decide the order of skills that you would like to acquire, and write down the number 1-4, for listening, for speaking, for reading, for writing.

No.7~13   When you write essay writing, what do you think is difficult?

No.7   I don't know words.

No.8   I don't know word orders of English sentences.

No.9   I don' know how to connect sentences.

No.10   I can't think about what to write.

No.11   I can't organize or edit contents.

No.12   I don't know how to express even with one sentence.

No.13   I don't know how to express with more than two sentences.

No.16   It is beneficial that another student reads your writing, corrects some errors, and gives you some advice for it.

No.17   What do you think about the activity that your errors in the draft are pointed out or you receive some advice about the contents?

No.19   It is useful or helpful to read others' drafts when you write a draft.

No.20   What do you think about the activity where you point out errors in others' drafts, or give comments or some advice?

〜英語に関するアンケート〜

★1　Class　　No.　　氏名　　　　　　　　　　　　　　

★2　〔5〜1〕には、質問に当てはまる番号に○を付けてください。
　　　5 ： そう思う　　4 ： どちらかといえばそう思う　　3 ： どちらでもない
　　　2 ： どちらかといえばそう思わない　　1 ： そう思わない

★3　（5）,（6）の順位付けは、（　　）に数字を書いてください。

★4　〔記述〕の欄には、経験したことや質問に対する考えなどを、それぞれ書いてください。

★5　質問事項に『自由英作文』とありますが、自分で伝えたいことを考え、2 文以上で英作文をする活動をさします。

		思う　　　　　　　　思わない
1	学校の教科の中で、英語が好きなほうだ。	5　4　3　2　1
2	学校の教科の中で、英語が得意なほうだ。	5　4　3　2　1
3	英語で「書く」ことに自信がある。	5　4　3　2　1
4	英語を書いて、自分の意見や考えを伝えたい。	5　4　3　2　1
5	右の欄にある英語の４技能で、好きな技能の順番を決め、（　　）内に順位（数字）を記入してください。	聞く（　　）　話す（　　） 読む（　　）　書く（　　）
6	右の欄にある英語の４技能で、習得したい技能の順番を決め、（　　）内に順位（数字）を記入してください。	聞く（　　）　話す（　　） 読む（　　）　書く（　　）
英語で自由英作文(★5参照)をする時、何が難しいと感じますか。		思う　　　　　　　　思わない
7	単語が分からない。	5　4　3　2　1
8	文中の単語の順番が分からない。	5　4　3　2　1
9	文と文のつなげ方がわからない。	5　4　3　2　1
10	書く内容が思いつかない。	5　4　3　2　1

11	書く内容を整理できない。	5　4　3　2　1
12	１文でも表現の仕方がわからない。	5　4　3　2　1
13	２文以上の文章の表現の仕方がわからない。	5　4　3　2　1

14	英語で自由英作文（２文以上）をするとき、何が難しいと感じますか。　（７）～（１３）以外で難しいと思うことがあったら書いてください。 〔記述〕

15	ピア・レビューを行った回数を記入してください。（０～３回）	〔　　　　　　　〕回

16	〔ピア・レビューのとき、１回以上別プリントで英作文活動を行ったことがある生徒〕 日本語に合わせて、英文の文章を作成する練習を行って、学んだことを記入してください。 〔記述〕

17		〔１回以上、ピア・レビュー活動を行った生徒〕	
	①	ピア活動において、ピアから内容に関してレビューをもらい（感想やアドバイスなど）、書き直しに役立てることができた。	5　4　3　2　1
	②	内容のレビューでは、何を取り入れて書き直しを行いましたか。 〔記述〕	
	③	ピア活動において、ピアから誤り(スペルミス、文法など)に関して指摘され、書き直しに役立てることができた。	5　4　3　2　1
	④	誤りの指摘では、具体的に何を指摘され、書き直しに取り入れましたか。 〔記述〕	
	⑤	ピアから自分の自由英作文について、レビューしてもらうことについて、今現在はどのように考えていますか。レビューを受ける前と今を比べ、具体的に述べてください。 〔記述〕	

		〔１回以上、ピア・レビュー活動を行った生徒〕					
18	①	ピア活動において、ピアの<u>作文の内容に関してアドバイス</u>を与えることができた。	5	4	3	2	1
	②	ピア活動において、ピアの<u>作文の内容に関して</u>提案をすることができた。	5	4	3	2	1
	③	ピア活動において、ピアの作文のレビューを行って、<u>誤りに関して気づく</u>ことができた。	5	4	3	2	1
	④	３回のピア活動において、ピアの作文のレビューを行って、<u>誤りに関して指摘する</u>ことができた。	5	4	3	2	1
	⑤	レビュー活動において、上記以外のことで、ピアに教えたものはありますか。あったら記入してください。 〔記述〕					
	⑥	ピアの自由英作文をレビューすることは、自分が文章を書くときに役立つと思う。	5	4	3	2	1
	⑦	レビューすることが、どのような点で役立つと思いますか。 〔記述〕					
	⑧	ピアの自由英作文を読んでレビューすることについて、今現在はどのように考えていますか。レビュー活動を行う前と今を比べ、具体的に述べてください。 〔記述〕					

Appendix D

The post-questionnaire includes 18 questions, although the original version is in Japanese (see Appendix C). Questions 1–14 are the same ones as the pre-questionnaire, and the responses to Question 17, Item 1, 3, Question 18, Item 1 –4, and 6 are by a 5point Likert scale (5: I think so, 1: I don't think so) and the responses Questions 17, Item 2, 4, 5, Question 18, Item 5, 7, and 8 are by free written answers.

No.17 About receiving reviews

1) In the peer review activities, I could make good use of peers' reviews about the contents of the first draft (comments or advice) to write the second draft.

2) What did you take in from the peers' reviews about the contents to write the second draft?

3) In the peer review activities, I could make good use of the peers' reviews for errors in the first draft to make the second draft better.

4) What did you take in from the peers' reviews of errors to write the second draft?

5) What do you think about having your essays reviewed now? Describe your present thoughts specifically as compared with before experiencing receiving reviews.

No.18 About giving reviews

1) In the peer review activities, I could give some advice about the contents of the first draft by your peer.

2) In the peer review activities, I could give suggestions about the contents.

3) In the peer review activities, I could notice errors by reviewing the peers' first draft.

4) In the peer review activities, I could point out errors in the peers' first drafts.

5) In the peer review activities, did you tell your peers other points except for the above?

6) It is beneficial or helpful to write passages on my own by reviewing peers' drafts.

7) As to reviewing, what is beneficial or useful to your writing?

8) What do you think about reviewing peers' drafts? Describe your present thoughts specifically as compared with before experiencing reviewing.

Appendix E

★ライティング活動自己評価シート／Part１★

<u>Class　　　No.　　　氏名</u>

★質問に当てはまる<u>番号に〇</u>を付けてください。

　〔　５：そう思う　４：どちらかといえばそう思う　３：どちらでもない

　　　　　２：どちらかといえばそう思わない　１：そう思わない　〕

★⑶,⑺が当てはまる場合は、〔　　　〕に〇を記入してください。

★ピアからアドバイスなどがなく、回答できない質問は、〔ピアからなし〕に〇を付けてください。

1	ピアの英作文の内容に関して、アドバイスや提案などをすることができた。		5　4　3　2　1
2	ピアの英作文の誤りを指摘することができた。		5　4　3　2　1
3	ピアの英作文に誤りはなかったと思うので、指摘しなかった。		〔　　　　　　〕
4	ピアの英作文を読んで、学んだことを記入してください。	〔記述〕	
5	ピアから内容に関してアドバイスや提案を受け、それを取り入れた。	〔　ピアからなし　〕	5　4　3　2　1
6	ピアから誤りに関して、指摘を受け、それを取り入れた。	〔　ピアからなし　〕	5　4　3　2　1
7	誤りの指摘はあったが、それが正しいかわからなかったので、取り入れなかった。		〔　　　　　　〕
8	１回目の英作文を見直して、内容豊かにすることができた。		5　4　3　2　1
9	１回目の英作文より、誤りを減らすことができた。		5　4　3　2　1
10	ピアのアドバイスや指摘などを取り入れたことを具体的に書いてください。	〔記述〕	
11	自分で気づいて直したことを具体的に書いてください。	〔記述〕	

Appendix F

There are questions on a regarding reflective self-assessment for each peer review activity, although the original version is in Japanese (see Appendix E). Responses to Questions 1, 2, 5, 6, 8, and 9 are by a 5 point Likert scale, not all the students answered Questions 3 and 7. In the case of Questions 5 and 6, if the students received advice or indication by their peer, they answered by a Likert scale. Questions 4, 10, and 11 were answered by free written responses.

No.1	I could give some advice or suggestions for the contents of the peer's first draft.
No.2	I could point out errors in the peer's first draft.
No.3	I did not point out any errors because there were no errors.
No.4	Describe what you learned by reading the peer's draft.
No.5	I took in some advice or suggestions for the contents by the peer.
No.6	The peer pointed out errors and I took in the indication in the second draft.
No.7	The peer pointed out some errors, but I did not take in them in the second draft because I did not know if they were correct.
No.8	I could make the contents of the second draft better after I read through the first draft again.
No.9	I could reduce errors in the second draft
No.10	Describe the advice or the indication by the peer specifically.
No.11	Describe the correction that your realized on your own specifically.

Appendix G

Followings are the questions of the interviews. And their responses are after the questions.

① Interviewees' own writing

No.1   Comparing your present sentences with your sentences before experiencing Writing Instruction Sessions, how have they changed? Or why haven't they changed?

No.2   Comparing your present passages with your passages before experiencing Writing Instruction Sessions, how have they changed? Or why haven't they changed?

No.3   Comparing your present working on essay writing with your working before experiencing Writing Instruction Sessions, how has it changed? Or why hasn't it changed?

No.4   Experiencing the peer review activities, how do you think your writing has changed?

② About giving reviews

No.5   When you read your peer's draft, did you understand the contents? Or why couldn't you understand it?

No.6   Were your advice and suggestions helpful for your peer when he/she rewrote it? Why weren't they helpful?

No.7   When you reviewed grammar in your peer's writing, could you judge it as correct or wrong?

No.8   How did you think about giving reviews to your peers?

③ Receiving reviews

No.9   Did you have your readers in mind when you were writing?

No.10   How do you think about having a peer read your writing?

No.11   Could you understand reviews for the contents and grammar by your peer? Why couldn't you understand them? How did you feel about having your essay reviewed?

No.12   Did you take in some reviews for the contents or grammar and rewrite the first draft? Or why didn't you take in?

④ Peer review activities

No.13   Could you make the peer review activities helpful and useful for your peers? Or why couldn't you make them so?

Question 1 *Comparing your present sentences with your sentences before experiencing Writing Instruction Sessions, how have they changed? Or why haven't they changed?*

A1	I could not use conjunctions before, but now I use them and write a composition with more sentences. I understand word orders more than before. When I was doing the peer review activity, I was told words, and I could reduce mistakes. But the speed to write has not changed.
A2	I have become able to write without hesitation. I can use conjunctions more than before. Word orders haven't changed because I knew those well. I have reduced grammar errors.
B1	My sentences haven't changed very much. I can use words more, but I am not confident in making sentences.
B2	Now I can write sentences in correct word orders. And I don't need time to write sentences compared with before.
B3	I have become able to know word orders, and I can write it correctly. Also I can use pronouns now.
C1	I can write a sentence without hesitation, and my word orders are better.

Question 2 *Comparing your present passages with your passages before experiencing Writing Instruction Sessions, how have they changed? Or why haven't they changed?*

A1	I could write about an easy topic, I couldn't write about a difficult one. But now I can write about a difficult one. And my sentences are longer now, and I think about passages with unity. I can write more sentences than before.
A2	I have become able to use conjunctions and pronouns. I can write more sentences, but the length of sentences has not changed.
B1	The length of sentences has got longer, but I can't write detailed or rich contents.
B2	The length of sentences is longer now, and I write more sentences now, but I don't think about readers very much.
B3	I write more sentences than before and the contents has been better, but I don't think about readers a lot.
C1	I can write more sentences than before. I can make more understandable writing, and the contents has become good.

Question 3 *Comparing your present working on essay writing with your working before experiencing Writing Instruction Sessions, how has it changed? Or why hasn't it changed?*

A1	I can write passages that readers can understand without difficulties, and I can make a good outline. If I make mistakes, now I try to remember the words that I learned before, and can write sentences.
A2	I haven't changed how to write passages, it is because I don't think about how to do it very much.
B1	I try to write understandable passages for readers, so I concentrate on not making errors of grammar or sentence structures.
B2	I have become able to make understandable writing for readers.
B3	I try to rewrite a better draft than the first one. But I haven't thought about grammar very much.
C1	I have become able to think about outlining, but I haven't thought about readers yet.

Question 4 *Experiencing the peer review activities, how do you think your writing has changed?*

A1	I think I write passages using conjunctions and pronouns, and detailed contents as well. Also I think I make less errors about grammar than before. I often forgot to use "be verb", but I got reviews about it and I don't forget to use it now.
A2	My grammar hasn't changed, but the amount of writing has increased. And I try to develop better contents than before.
B1	The number of sentences has got increased, but when I am writing in English, I'm not confident in grammar. Now I have readers in mind.
B2	I have become able to write passages using pronouns and conjunctions, and passages with unity. And I try to write a more detailed composition and try to make it understandable for readers. I think the number of grammar errors has got fewer, and I try to take in what I have learned in regular English class.
B3	I tried to tell about something in one sentence before, but now I try to tell about it in 2 or 3 sentences and try to tell easy expressions for readers.
C1	The amount of writing has increased, and I am confident. Now I try to write understandable passages for readers.

② Giving reviews

Question 5 *When you read your peer's passages, did you understand the content? Or why couldn't you understand it?*

A1	I could understand it. When it was difficult to understand, I asked my peer and tried to understand it.
A2	I could understand it mostly.
B1	I could not understand a composition by one student. He continued to use "I", so I didn't know what kind of advice should be given. And it wasn't easy to understand the contents.
B2	I could understand it. There were some which were difficult to understand, but I understood what they tried to tell.
B3	I could understand it.
C1	I could understand two third, I could understand easy passages.

Question 6 *Were your advice and suggestions helpful for your peer when he/she rewrote it? Why weren't they helpful?*

A1	I suggested such advice and suggestions. I gave concrete examples and suggestions that the writers could deepen the contents. I also pointed out ambiguous points.
A2	I told such advice and suggestions. I think they were helpful for the writers. I suggested that the writer should add more information.
B1	I think my advice was helpful for my peers, except one student. I tried to give more comments.
B2	I think I could. It's because my peers took in my advice into his/her rewriting.
B3	I told such advice and suggestions. I pointed out pronouns. I gave some advice that they should write more reasons for his/her favorite food.
C1	I couldn't give much advice. I wasn't sure if my suggestions were good for my peers.

Question 7 *When you reviewed the grammar in your peer's writing, could you judge it as correct or wrong?*

A1	I could.
A2	I could.

B1	I could half. When I thought it was wrong, I thought, maybe my peers were right, so I couldn't if grammar was right or wrong.
B2	I could some, but I couldn't some. I wasn't confident if my peers' grammar was wrong or not.
B3	I could.
C1	I couldn't very much, because I don't know about grammar very much.

Question 8 *How did you think about giving reviews to your peers?*

A1	I think it's good because I can realize my mistakes or errors by reading peers' writing. It is for each other, and my peers' passages were helpful, I learned words from my peers.
A2	I think it is good for a peer. I could learn from peers' passages.
B1	I think it is good because my peers can reduce mistakes or errors when they rewrite. I think we should continue the peer review activities. But it depends on a peer, it is sometimes difficult, because it is hard to review passages with many errors, but except the case, it wasn't trouble for me.
B2	I could point out errors made by my peers, and I could learn passages by them. It is for each other.
B3	It is good for a peer because he/she can be told errors. I never thought it was troublesome. I wasn't confident in reviewing, but I gradually could know how to review. If I experience pointing out errors more and more, I will become more careful about my writing. I learned from my peers' passages too.
C1	I couldn't do it at the first and the second time, but when it was the third time, my advice was helpful for my peer. And I could learn by reading passages, and I could learn grammar. It is for each other.

③ Receiving reviews

Question 9 *Did you have your readers in mind when you were writing?*

A1	Yes, and tried to write passages that were easy to understand.
A2	Yes, and I tried to write passages that were easy to understand.
B1	Yes.
B2	Yes.

B3	Yes. I tired to write carefully, and tired not to make errors about grammar and spellings.
C1	No. What I could do was only to write.

Question 10 *How do you think about having a peer read your writing?*

A1	I think it is good. At first, I didn't want my peer to read and find errors, but now I am okay, I'm used to it.
A2	I have been okay since the beginning. I thought I wanted to correct if I made a mistake.
B1	It depends on a reader. If a reader is okay to talk with, but if not, I don't know how to tell, write.
B2	I didn't want to do it in the beginning because I knew I made mistakes and errors. But now it is okay because I can learn about them.
B3	I felt embarrassed, but I am used to it because I know it is for myself.
C1	It is good for myself. I think it is good. I felt embarrassed in the beginning, but I didn't think I didn't want to.

Question 11 *Could you understand reviews for the contents and grammar by your peer? Why couldn't you understand them? How did you feel about having your essay reviewed?*

A1	I understood it, it was helpful and useful.
A2	I understood it, I referred to it. I thought I would correct if I made a mistake.
B1	I understood it. If it is for myself, I want to be told my mistakes or errors a lot.
B2	I understood it. I didn't want to, but now it is okay because I can know my errors.
B3	I understood it. I didn't want to do it in the beginning, but now it is okay, because I am told mistakes or errors.
C1	I could understand some, I could not about reviews for grammar. It is helpful and I agree with receiving reviews.

Question 12 *Did you take in some reviews for the contents or grammar and rewrite the first draft? Or why didn't you take in?*

A1	I corrected conjunctions and pronouns. I organized passages.
A2	I referred to the reviews and used it to rewrite.

B1	I referred to some reviews. But I didn't get any reviews from one student, I revised my passages by myself and rewrote the draft.
B2	I referred to more reviews for grammar.
B3	I referred to both.
C1	I referred to the reviews for grammar.

④ Peer review activities

Question 13 *Could you make the peer review activities helpful and useful for your peers? Or why couldn't you make them so?*

A1	I could, because my peer told me he/she took in my reviews.
A2	I think I could. I could give some advice, and pointed out some errors.
B1	I think I could. I told my peers some points in their writing that I couldn't understand. And I gave an example of reasons for why he/she liked sushi.
B2	I think I could. We told reach other, we told about mistakes, good and bad points about the contents to each other.
B3	I could. I pointed out spelling mistakes. But I think I couldn't tell good or bad points about the contents.
C1	I couldn't very much. I couldn't tell my peers a lot.

★自由英作文のポイント★

☆次の日本語の文章を読み、違いを考えましょう。

A	美香は私の友達です。美香は優しいです。美香は勉強もスポーツもできます。美香はおもしろい人です。美香と私はよく買い物にも行きます。美香は小さいころからの友達です。これからも友だちでしょう。
B	私には、小さい頃から仲良くしている、そしてよく買い物にもいっしょに行く親友がいます。その親友は美香と言います。彼女はとても優しく楽しい人柄です。また、勉強もスポーツも得意とするすばらしい女の子です。私たちは、お互いを信頼しあっていて、これからもずっと親友であり続けるでしょう。

☆英語で文章を書くときは、以下の点に気を付けて取り組みましょう。

★１　何について書くのかを明らかにするために、最初の文でトピックに関することをわかりやすく伝える。　　＊トピックに関する最初の文をトピックセンテンスと呼ぶ。
★２　トピックセンテンスで述べたことに説明を付け加えて、さらに情報を広げたり、詳しくしたりしながら、相手にわかりやすく与えましょう。
★３　接続詞、代名詞(he/she/ it など)なども利用して、まとまりのある文章を心がけよう。
★４　文章の最後まで、トピックについて一貫して述べられているかを意識して書きましょう。そして、最後の文でも文章のキーポイントとなる文でまとめましょう。
★５　常に誰かに読んでもらうことを意識して、読み手に伝わるように文章を書きましょう。
〔　トピック：あなたの家族、または友達を紹介しよう　〕

例１	例２
I live with my parents and sister. ↑トピックセンテンス My sister is a high school student, and she studies hard every day. She is very kind, so she teaches many things to me.	Ken and I are good friends. ↑トピックセンテンス He lived near my house, but he moved and lives in Hokkaido now. I can't meet him, but we often talk on the phone. We are still good friends.

(私は両親と姉と住んでいます。私の姉は高校生で、そして、毎日一生懸命勉強しています。彼女はとても優しいです、だから私にたくさんのことを教えてくれます。)	(健と私は仲の良い友達です。彼は私の家の近くに住んでいましたが、彼は引っ越して、今北海道に住んでいます。私は彼に会うことはできませんが、よく電話で話します。私たちは今もなお親友です。)

☆下記の単語を利用して、スムーズに読める文章にしましょう！

接続詞	and	そして	I like baseball, and I like soccer, too.
		～と～	I like baseball and soccer.
	but	しかし、でも	I like baseball, but I don't like soccer.
	so	だから	I like baseball, so I practice it very hard every day. 私は野球が好きです、だから毎日それを一生懸命練習しています。
場所を表す副詞	there	そこに、そこで、そこへ	I go to the library every Sunday, and I study English there.
	here	ここに、ここで、ここへ	My brother was in this room, but now he isn't here.
時を表す副詞	then	それから、そのとき、次に	I went to the park with my friends. And then, we went to the library.

★ Let's Learn Brainstorming
and Outlining ★

☆これから、先生の説明を聞き、ブレインストーミングとアウトラインの作成の練習を行いましょう。

1　これから、次のことに関して個人で作文を書きますが、個人で書き始める前に、グループでそれぞれがどのような内容を書くか、どのように作文を展開するのか、それぞれ伝え合いましょう。そして、他の人の作文を真似せずに、自分の作文を書くための参考にしましょう。
〔作文のトピック：自分の家族、または友達について書いてください。〕

〈参考メモ〉

Aさん：祖母、とてもやさしい、いろいろ話を聞いてくれる

Bさん：妹、まだ5歳で、毎日一緒に遊んであげる、大切な妹

Cさん：友だちのD君、勉強もスポーツもできて、とても優しい、尊敬している

2　次に自分の作文を書くために、アウトラインを作成しましょう。

親友のようこさん ・とても面白い人 ・彼女の笑顔はとてもすてき ・一生懸命に勉強もするし、部活もやっている、とても好きな友人	＊その人について、トピックセンテンスでどのように伝えるか決め、最後の文でどういうふうに表現したいかを考える。その間、どのように展開するか、どんな情報を与えるかを考える。

★ *Part1* **Let's Write a Composition!** ★

Class　　　No.　　Name

1　これから、次のことに関して個人で作文を書きますが、個人で書き始める前に、グループでそれぞれがどのような内容を書くか、どのように作文を展開するのか、それぞれ伝え合いましょう。そして、他の人の作文を真似せずに、自分の作文を書くための参考にしましょう。

〔作文のトピック：春休みに行ったことについて書きましょう。〕

〈参考メモ〉

2　次に自分の作文を書くために、アウトラインを作成しましょう。

3　さぁ、アウトラインをもとに、作文を作ってください。

＊書き終わったらもう一度読み直し、トータルの単語数を記入してください。

	総単語数　　　　　語

★ピア・レビュー活動★

　　ここからは、ピアのものをレビュー(作文について感想やアドバイスを与えたり、間違いを教えたりすること)しましょう！１回目は通してピアの作文を読み、２回目には作文の内容を意識して読みましょう。誤りがあるかもしれないので、３回目は間違いを見つけたら指摘してあげましょう。

〔　４：そう思う　３：少しそう思う　２：あまりそう思わない　１：そう思わない　〕

	作文の内容について　　〔記入者　　　　　　　　　　　　　　　〕	
1	トピックセンテンスは、主題について明確に、わかりやすく述べられているか？	4　3　2　1
2	トピックセンテンスの後、主題について広く、あるいは深く情報を提供しているか？	4　3　2　1
3	接続詞、代名詞、副詞などを活用し、まとまりのある文章になっているか？	4　3　2　1
4	書いている内容を理解できたか。	4　3　2　1
5	〔質問〕内容について、わかりづらかった点や確認したいことを質問しましょう。	
6	〔提案〕ピアの文章がよりよいものになるように、アドバイスを与えましょう。	
7	〔感想など〕内容に関して全体的な感想やよかった点、気づいた点について教えましょう。	
	誤りについて	
8	スペル、ピリオドなどの記号の誤りはありますか？　　　　　　はい　・　いいえ〔訂正〕	
9	文法に誤りはありますか？　　　　　　　　　　　　　　　　　はい　・　いいえ〔訂正〕	
10	語順に誤りはありますか？　　　　　　　　　　　　　　　　　はい　・　いいえ〔訂正〕	
11	〔その他〕他に気づいた誤りがあったから教えましょう。	

★レビュー後、このシートを返し、レビューしたことについて説明してください。

★ピア・レビューのポイント★

みんなでレビューの練習をしましょう！

あなたのアドバイスがピアの作文をよくするきっかけとなるように頑張ってください。

レビューの手順

1回目：作文を読み、何について書かれているのか把握する。

2回目：作文の内容に注意して読む。

〔留意点〕

・トピックセンテンスはあるか。トピックセンテンスで主題が明確にわかるか。

　（トピックセンテンス：文章の第1文目のこと。作文の主題となることに関して簡潔に書く。）

・トピックセンテンスのあと、説明などを付け加えて、さらに情報をわかりやすく伝えているか。

・接続詞、代名詞なども利用して、まとまりのある文章になっているか。

・文章の最後までトピックについて一貫して述べられているか、最後の文でも文章のキーポイント

　となる文になっているか。

★実際の活動では、内容に関するコメントは文中に書きこまず、別の欄に書くこと。

・語句の意味がわからない場合は、その語句を別の欄に書き、質問する。

・1つの文が明確でない場合は、その文について別の欄に書き、質問する。（例：3つ目の文はトピ

　ックに関係ありますか？）

・もっとこうしたほうがいいという意見を提案してみる。（例：お姉さんの性格をもっと詳し　く書

　いたらどうでしょうか？）

・内容に関する感想を述べ、良い点についても書く。

3回目：誤りがあるかもしれないので、誤りに注意して読む。

〔誤りの観点の例〕　・スペルミス　・ピリオドなどの記号　・名詞複数形　・動詞の正しい

使い方(三単現のS、進行形など)　・語順(主語＋動詞〜.など)

★実際の活動では、誤りの訂正は文中に書きこまず、別の欄に書くこと

・誤りの箇所に線を引き、その誤りを正しいものに直せる場合は、別の欄に正しい形を記入する。

・正しいかどうか判断に困るときは、その個所に下線を引き、？を付ける。

★ *Part 1* ***Let's Rewrite it!*** ★

Class   No.   Name _____

★ 前回もらったアドバイス、提案や指摘などをふまえ、

  自分でもう一度考えて、作文を書き直しましょう。

★ 自由英作文作成の重要なポイントも忘れずに！

★ 最後にトータルの単語数を記入しましょう。

Make a better
composition!

		先生のコメント
	総単語数 語	