

### Professional Article:

Byrd, D.R. (2003). Practical tips for implementing peer editing tasks in the foreign language classroom. *Foreign Language Annals*, 36, 434-441.

### Article Summary:

Byrd introduces the concept of peer editing and reviews the research that suggests that peer editing is beneficial because it can serve to unify a class through cooperative learning. It is beneficial to the writer by making them more aware of their audience and giving them a sense of ownership over their work. The process is also beneficial to the editor by improving their confidence in their own writing and self-editing abilities. Byrd reviews several types of peer editing. For example, Colored Pencil Editing is a type in which the teacher creates a key, assigning each color an aspect of the essay. In groups, students are assigned a particular color and their task is to check multiple papers for their aspect (ex: sub/verb agreement, spelling, etc). Next, he explains the peer editing process and recommends providing students with a peer editing guide to train them how to peer edit. This guide should serve to direct the peer editing task by leading the editors through the elements of the writing that they are to analyze and correct. He recommends showing them a sample of student writing and clearly communicating the goals for the editing process and responsibilities of the writer and editor. Finally, he suggests assessing the editing exercise so that students see it as a valuable part of the writing process. He provides a sample rubric for doing so.

### Description of Previously Taught Information:

The students have just completed a chapter on travel. In the unit they learned vocabulary about typical vacation and leisure activities, as well as clothing and accessories that one needs when taking a trip. They learned how to express weather in a previous chapter. They also covered the verbs *querer* and *pensar* in Spanish, which are both e→ie stem-changing verbs. As a final project for their portfolio, the students have been instructed to take on the role of a travel agent and create a brochure advertising a vacation destination in Latin America. They were to advertise their destination by providing a description of the weather, fun activities to do there, and items travelers need when visiting the destination. They were told that their work should include a minimum of 10 vocabulary words/expression and two stem-changing verbs. Students were shown a sample of a finished brochure. They were told to create a rough draft of their brochure on notebook paper to be edited. Their final version should be folded in the form of a brochure and should include attractive pictures/clip art.

### Description of Activity:

1. Explain that students will be participating in a writing workshop. On the overhead show a transparency of the responsibilities of the writer and the editor. Review each one aloud and explain that they are capable or helping their colleagues and are expected to give and receive criticism in a constructive way.
2. Show a short sample draft on a transparency and explain that they will be editing for specific writing aspects.
3. Write the following key on the board:

Completeness of Content/Vocabulary usage	PINK
Agreement – Subject/verb and noun/adjective	BLUE
Proper use of stem-changing verbs	YELLOW
Mechanics – Punctuation, spelling and use of accent marks	GREEN
4. Following the Colored Pencil Editing mentioned above, explain that the different colors represent different aspects of writing that they are to check for. Explain that each student will analyze all papers for their aspect alone. Every time they find an error in their aspect, they are to highlight it. They may comment on specific errors on the rubric page. Explain that they will be held accountable for their efforts in editing through a participation grade.

5. As a class, have students provide comments about the sample that specifically relate to each color area to ensure that they understand each aspect and how to analyze it.
6. Instruct students to take out their rough drafts.
7. Divide students into groups of four. Give each student in the group a different color highlighter. (pink, blue, yellow, green)
8. Collect each groups' rough drafts and distribute them to another group. In this way, no one will grade their own paper or the paper of any of their group members. (This step could be varied for more experienced editors. If you allow them to edit their own group members' papers and their own papers, the task could become a more collaborative one where they can dialogue about their own writing.)
9. Provide each group with four copies of the rubric for editing and four paper clips. Instruct them to paper clip one rubric to each rough draft they have been given. (This rubric serves as the editing guide)
10. Instruct students to edit each paper for his/her aspect and complete the accompanying rubric.
11. Remind them to be specific, tactful and encouraging in their comments, and that they will be graded for how completely and correctly they edit their peers' work.
12. Circulate as the students are editing to facilitate the process and monitor their progress.
13. Instruct the students to turn in each edited draft with rubric to the teacher when it has been completely edited. This allows the teacher to closely monitor each editor's contributions. The teacher can assess students' editing as they turn in rough drafts.
14. Return edited drafts to their authors at the end of class or the next class, depending upon teacher's ability to assess the editing process.

## Appendix

### **A. (taken from Byrd's article)**

#### *Writers Responsibilities:*

1. Come to class with your draft completed and ready for editing.
2. Jot down any questions and/or concerns you may have before you come to class.
3. Be open to suggestions.
4. Be aware of suggestions that editors make and decide if they are what you need or not.

#### *Reader's Responsibilities:*

1. Pay attention to the draft as it is being read.
2. Make note of any concerns the author has.
3. Offer both positive and negative critiques.
4. Discuss with the author any concerns or praise.
5. Ask questions.
6. Realize that general comments such as "great paper" and "liked it" are not helpful to the author. Be specific.

### **B. Rubric for Student Editors (Adapted from Byrd's article)**

Instructions: Each editor should write their name next to their aspect. Check the description that you think best overall applies to how well the writer used your language aspect. Provide detailed comments to explain your assessment, provide suggestions for how they can improve, and compliment things they did well.

Aspect	Editor's Name	Absent	Barely	Fair	Good	Great	Comments
Completion/Vocab. PINK							
Agreement BLUE							
Use of stem-changers YELLOW							
Mechanics GREEN							

### C. Rubric for Grading a Peer-Editing Task (from Byrd's article)

Editor's Name: _____	Absent 0	Barely 1	Fair 2	Good 3	Great 4	Comments
Supplies detailed comments to help author(s).						<b>Total Grade: _____</b>
Provides at least one positive comment per paper.						
Thoroughly checks mechanical element(s).						